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Hoop Dancer by Beatien Yazz, Navajo Artist

THE AMERICAN TEACHER

FEBRUARY • 1949

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Labor Notes

By Meyer Halushka, Local 1

Goals for Labor Legislation

The 15th Annual Conference on labor legislation sponsored by the Department of Labor, adopted the following resolutions:

1. Minimum wage of \$1 an hour, for workers in states and territories now covered by federal legislation, with overtime after eight hours a day and forty hours a week. The extension of the benefits of the Federal Fair Labor Standards Act to those not covered at present, such as professional workers, employees of retail stores, farm laborers, and transportation workers.

2. Application of child labor laws to all gainful occupations, including agriculture, except for work on the child's home farm.

3. Free collective bargaining between management and labor. Repeal of the Labor Management Relation Act of 1947 (Taft-Hartley Act) and all state laws detrimental to the rights of organized workers.

4. Establishment of a Labor Extension Service Division in the United States Department of Labor.

5. Compulsory workmen's compensation for agricultural workers and domestic servants. Unlimited medical and hospital service without cost to injured employees, choice of physician by employee.

6. Preparation by the U. S. Department of Labor for distribution to the states of informational material on the activities of the International Labor Organization (ILO).

Issue of Unionism Stirs Librarians

Should librarians drop "gentility" and organize actively under the banner of trade unionism?

That issue stirred a dramatic debate . . . at the annual conference . . . of the New York Library Association, attended by over 500 members.

Surprisingly, the champion of the trade union side turned out to be a jurist—Judge Hubert Delany of the New York City domestic relations court, who had been invited as a speaker. He was opposed by Raymond E. Williams, president of the association.

"Librarians should stop being what we call 'respectable,'" Judge Delany

insisted. "You have a professional job to do, but you are not paid enough. Until you get a union, you will get nowhere."

Williams argued that "there are other ways than through unions" to get improvements in librarians' conditions, and he voiced the fear that while unions "may be fine in some instances, they frequently end in violence."

Judge Delany hit the "other ways" argument. "Life is short and we shouldn't have to wait a hundred years for improvements," he said. Then he rapped the "violence" claim.

"Unions don't lead to violence," he declared. "Before we had unions in this country there was more violence in industry than we find today. Unless you band together you will get nowhere fast."

From *Labor*.

Child Labor Laws Need Extension, Enforcement

The National Child Labor Committee has called for the extension of federal and state child labor laws and better enforcement of existing laws.

The plea was made in the committee's annual report, which surveyed child labor problems and reviewed the first decade of federal child labor law, which began with the enactment of the Fair Labor Standards Act in 1938.

The report said the child labor provisions had proved far more important even than was expected when they were adopted in 1938, when only about 25,000 children under 16 were employed in interstate commerce industries other than agriculture. The war brought tremendous pressure for the employment of children, and it was here that the new laws stood as the "sole bulwark" against a repetition of World War I conditions, when "thousands of 14- and 15-year-old children flocked into war plants, canneries, mills and other manufacturing industries," the report continues. Nevertheless, 3,000,000 minors under 18 were employed in 1945, the peak year.

Emphasizing the need for stricter enforcement, the report noted that although only a fraction of those establishments subject to the law

were inspected, nearly 60,000 persons under 18, or 10 percent of those in places inspected from 1943 through 1948, were employed illegally. Eighty-five percent of the violations involved children under 16, the rest involved infractions of the ban on hazardous work for 16- and 17-year-olds.

It was estimated that in October, 1947, the population included 4,160,000 persons 14 and 15 years old and 4,330,000 who were 16 and 17 years old. Of the younger group, 80 percent were in school and not working, 3 percent were neither in school nor working, 12 percent were in school and working, and 5 percent were out of school and working or seeking work. For the older group, the corresponding percentages were 53, and 8, and 15, and 24. Of the younger children not attending school, most were living in rural areas.

Noting that 1 in 4 boys and girls of 16 and 17 do not attend school, the report asserted that the education level of our citizenship would be determined by the extent to which secondary schools could adjust their facilities and programs during the next decade to meet the needs of the growing population.

The report declared that of 10 state legislatures that held sessions last year, Virginia, Kentucky, Mississippi and Louisiana made important advances in child labor legislation. The major gains, it was said, were in Virginia and Kentucky, where new laws set 16 as the minimum age for employment during school hours, and in manufacturing at any time. They set 14 years as the minimum for work outside school hours, and restricted working hours for minors under 18.

From *AFL Weekly News Service*

Consumers Cooperatives On Increase

In 1947, membership and total business of consumers cooperatives reached an all-time high. While the volume of business was greater than in former years, the net income was smaller. Over one-fourth of the associations reporting sustained a loss on the year's operations. Over one-half reported smaller earnings than in 1946. Patronage refunds to the affiliated member associations totaled

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Summary of Action Taken by the AFT Executive Council At Its Meeting in Chicago, December 28-30, 1948

Teachers as Census Enumerators: At the first session of the Council's December meeting, the educational consultant of the Census Bureau addressed the Council concerning the proposed plan to have teachers take the census during one week in April, 1950. The proposal is that schools be closed during that week while the teachers act as census enumerators.

After considering the proposal carefully, the Council issued the following release:

We believe that if any teacher wishes to apply for the position of enumerator, he should apply as an individual citizen.

We believe that no application should be solicited, accepted, or transmitted by school administrators.

We believe that we should oppose any change in the school calendar to have the teachers participate in the program, since any such change would adversely affect the statutory school year and interfere with the teacher's vacation period, at which time many are called upon to meet personal commitments previously made. [It was pointed out that if the school year were prolonged to compensate for the week lost in April, it would be impossible or very difficult for many teachers to attend summer school,

even though they may be required to do so for advancement. It would also interfere with the plans of teachers who find it necessary to secure employment during the summer in order to "make both ends meet."]

We believe that since the salary offered enumerators now is not even as high as that offered teachers, it would therefore be doubly unjust to "expect" teachers to work at a reduced scale in their vacations.

We believe that it is essential that the National Advisory Committee [which has been set up to develop the plan for employing teachers as census enumerators] be enlarged to include at least two AFT classroom teachers.

The Council recommended that not only teachers but other professional persons be called upon to assist on a voluntary basis in the taking of the census, and that the regular wage scales of professional employees be paid for such services.

Legislation

1. *Federal aid to education:* Provisions of an AFT-sponsored bill for federal aid to education were agreed upon. A draft of the bill is being sent to all members of the Council.

2. *Construction of school buildings:* It was the consensus of the Council that not less than a billion dollars a year for the next five years should be pressed for to make possible the construction of needed public school buildings in the various states.

3. *Loans to students:* The Council voted to work for legislation to provide government-secured, low-interest, long-term loans to students, with administration by a state authority composed of representatives of labor, agriculture, and industry, as well as of education.

4. *Scholarships:* Not less than 500 million dollars annually should be made available for scholarships, the Council agreed. The number of scholarships in each area should be based on census figures. There should be no age limit. Administration should be by a state authority composed of representatives of labor, agriculture, and industry, as well as of education.

5. *Eradication of illiteracy:* The Council voted to seek the appropriation of \$1,500,000 under the provisions of the Kilgore bill, for the eradication of illiteracy.

The 1949 AFT Convention: To make plans for the 1949 AFT convention, which will be held at the Hotel Schroeder in Milwaukee, August 22-26, a Council committee composed of Arthur Elder (chairman), John Fewkes, Lettisha Henderson, Natalie Ousley, and Mary Wheeler was appointed. (The president and secretary-treasurer are ex officio members of the committee.) The Council also chose the chairmen for the various convention committees.

Amendments to the AFT Constitution: In accordance with instructions given by the 1948 AFT convention, three amendments to the AFT constitution were drafted and will be voted on by the next convention. One amendment would make it possible for prospective teachers to become associate members of the AFT where there is an AFT local in or near a college or university having a department of education.

Another amendment would make it possible for teachers to become members-at-large of state federations. The third amendment would increase the amount of the per capita paid by AFT locals for members whose salaries exceed \$4,000 a year.

The AFT attorney, John Ligtenberg, is checking the wording of the amendments and they will be sent to all locals at least one month before the convention, as provided by the AFT constitution.

Statement on Action Taken in Relation to Locals 61, 401, and 430: A statement on the procedure followed and the action taken by the Executive Council in relation to Locals 61, 401, and 430 was prepared. (See pages 5-9 of this issue.)

1949 AFT Summer Workshop at Madison, Wis.: It was decided that the AFT summer workshop should be held at the University of Wisconsin before the AFT convention and that the length of the workshop should not exceed 10 days. (Since Madison is not far from Milwaukee, where the AFT convention will be held, it will be convenient for members to attend both the workshop and the convention. For further details concerning the program to be offered at the workshop, see later issues of the AMERICAN TEACHER).

The Louisiana State Federation of Teachers and Negro Locals: The Council voted unanimously that: (1) the AFT national office should communicate with the officers of the Louisiana State Federation of Teachers relative to the possibility of affiliation of Louisiana's Negro locals with the State Federation; (2) If such affiliation is not possible, the AFT national office is empowered to issue a charter for a state organization of the Negro locals of Louisiana, if application for such a charter is made; (3) The AFT national office should call to the attention of the existing Louisiana State Federation of Teachers the importance of complying with the convention action concerning cooperative activities and joint committees of Negro and white locals on common school problems and others of mutual interest.

Report for the AFT Commission on Educational Reconstruction: Arthur Elder, chairman of the Commission, reported that the major project on which the Commission is now working is a study on "Pioneering in Democratic Education." He said that the Commission has been working with the AFL on its apprenticeship program and has been considering a number of questions, including merit rating, a code of ethics, and a John Dewey celebration.

Defense Fund Allocations: Additional funds were voted to Local 571, the West Suburban local, for its suit in defense of married women teachers. AFT attorney John Ligtenberg reported that the case is now in the Appellate Court and that a ruling by that body was awaited. The Council voted also to pay the bill submitted by Local 683 for its support of a case in which a

(Continued on page 19)

Report on Action Taken by the AFT Executive Council Following Its Investigation of Three Locals

EVERY international union charges its officers with responsibility for the proper functioning and good repute of its locals, and vests in its officers the power to assert the authority of the whole organization over each local when the exercise of that authority is necessary.

When a local falters or fails, it becomes the duty of the national officers to correct the situation by counselling local officers, if they are willing and able to accept this help, or by entering the situation more directly. In a critical case, the Executive Council is empowered to revoke the charter of a local and reorganize the group.

Statement on Investigation of Los Angeles Federation of Teachers, Local 430

Complaints regarding the conduct of affairs of the Los Angeles local had been reported to Council members many times since 1945. These complaints were formally brought to the attention of the Executive Council at its meetings in Boston in August, 1947, and in Chicago in December, 1947. John Eklund, at that time serving as an AFT vice-president, visited Los Angeles to study the situation in Local 430 and reported his findings to the full Executive Council in December, 1947.

After studying the situation in the Los Angeles local over a period of several months, the outgoing Executive Council, meeting before the convention at Glenwood Springs in July, 1948, voted unanimously to recommend an investigation of Local 430 under Article IX, Sub-section 2 of Section 14 of the AFT constitution, which reads as follows:

The Executive Council may by a unanimous vote of the Council investigate a local whose conduct is not in harmony with the principles of the American Federation of Teachers and tends to bring the A. F. of T. into disrepute. The action of the Council in such cases shall be final unless an appeal is made against the decision to the next National Convention.

After consideration of the recommendation of the outgoing Council that Local 430 be investigated, and after further examination following the convention, the newly elected Council by

unanimous vote authorized a formal investigation. President John Eklund and Vice-Presidents Selma Borchardt and Arthur Elder were elected to conduct the investigation and make such recommendations for action by the Executive Council as they believed the evidence warranted.

Procedure

After the Executive Council had voted that Local 430 should be formally investigated, the officers of that local were informed as to the dates set for the investigation and the personnel of the investigating committee.

On the morning of September 2, prior to the opening of the formal investigation, Mr. Eklund and Mr. Elder met with the president of Local 430 and two representatives of its executive board and reached agreement with them on the procedures for the entire investigation. The procedures agreed upon included:

1. *Thursday afternoon, Sept. 2:* Conferences with numerous Los Angeles teachers, including members of Local 430, non-members, and former members.

2. *Friday morning, Sept. 3:* Conference with officers of the city central labor body and officers of the Building Trades Council.

3. *Friday afternoon, Sept. 3:* Conferences with community leaders and educational leaders (not school administrators).

4. *Saturday morning, Sept. 4:* Attendance at a general meeting of the local, at which the testimony of many members of the local was taken. The general meeting was followed by a 4-hour session with the executive board of Local 430, to which any member of the local was invited.

5. *Saturday afternoon, Sept. 4:* Examination of financial records and the full minutes of the meetings of Local 430 and of its executive board.

Local 430 gave full cooperation at each step of these procedures.

At both the initial meeting with representatives of the executive board of Local 430 and at the conference between the investigating committee and the full executive board on Saturday morning, the following statement was made:

1. A formal investigation of Local 430 has been ordered by the unanimous vote of the Executive Council of the AFT.

2. The investigating committee is charged specifically with obtaining answers to three major questions:

a. Whether the actions of Local 430 tended to bring the AFT into disrepute.

b. Whether Local 430 had functioned in harmony with the principles and policies of the AFT.

c. Whether the existence of Local 430 was detrimental to the development of democracy in education.

3. The investigating committee has only the power of an investigating and fact-finding body, with responsibility of reporting to the full Executive Council of the AFT.

4. The AFT Executive Council has the sole authority between conventions to take disciplinary action against a local.

* * *

During the three days of actual investigation, full notes were taken by each member of the investigating committee. Other data in the form of written reports and minutes were written into the record through the services of a stenographer. Local 430 took a complete wire recording of both the membership meeting which the investigating committee attended and the conference between the investigating committee and the local's executive board.

The conference with the executive board of Local 430 was scheduled as the last conference of the investigation so that full opportunity might be given the local to answer any and all questions raised by the conferences of the previous two days. Following this final conference the investigating committee made contact only with those persons suggested by Local 430 as character references.

No interpretation of the facts was given to Local 430, as the investigating committee was bound to report its findings only to the AFT Executive Council.

* * *

Only a one-paragraph press statement was released during the entire proceedings and this was released merely to prevent garbled and hearsay reporting by the press. That paragraph reads as follows:

The Executive Council of the A. F. of T. has ordered a formal investigation of its Los Angeles Local, No. 430. An investigating committee consisting of John Eklund, A. F. of T. president, Selma Borchardt (Washington, D. C.) and Arthur

Elder (Detroit) vice-presidents, is now in Los Angeles conducting a fact-finding mission. The findings of the committee will be reported to the Executive Council of the national organization.

On Sunday afternoon, Sept. 5, Miss Borchardt and Mr. Eklund went on to San Francisco. Mr. Elder remained in Los Angeles to complete the checking of the character references from the list of names supplied by Local 430.

* * *

After a thorough review of the facts, the members of the investigating committee were unanimously of the opinion that the good name and prestige of the American Federation of Teachers in Los Angeles and the Pacific Coast area, as well as nationally, would be best served by revoking the charter of Local 430. After an examination of the summation of the evidence, the Executive Council voted unanimously to revoke the charter of Local 430 immediately.

Summary of Evidence

The committee cites only a few examples from the great bulk of evidence accumulated in the investigation.

That the conduct of Local 430 had brought the AFT into disrepute was evidenced by statements of teachers, labor leaders, and members and former members of Local 430, as well as citizens in the community whose names had been suggested as character references by the officers of Local 430 themselves.

* * *

The investigating committee is of the opinion that Los Angeles has a fine AFL labor movement and that organized labor offered every opportunity to Local 430 for cooperation. Local 430, however, never approached the labor groups in a spirit of cooperation. On the contrary, the minutes and statements of officers of the local betray a hostility toward the AFL labor groups that was not warranted by any information brought to the attention of the investigating committee.

Instead of working with AFL groups, Local 430 cooperated with a local union of the United Public Workers (CIO), a union of small membership and little influence, which was supporting policies and projects which were contrary to AFT policy and were severely criticized by responsible leaders of the CIO in Los Angeles.

It should be noted that Philip Murray, president of the national CIO, recently condemned the national leaders of the United Public Workers

as being more concerned with promoting the Communist Party line than with organizing bona fide unions. AFL and CIO leaders in Los Angeles agreed in characterizing the UPW local with which Local 430 cooperated as a small ineffective union which dissipated its energies in agitation and politics unconnected with union objectives.

When all the other AFL affiliates working under the jurisdiction of the school district of Los Angeles requested Local 430 to join forces on school matters, Local 430 refused to cooperate, but joined in council with the UPW group, which, as we have indicated above, is in disrepute in the CIO itself.

In a case involving discrimination, Local 430 never appealed to the labor group with which it was affiliated. Instead, Local 430, together with the UPW local and other organizations without prestige in the community, set up a front organization. This organization, set up specifically for agitational purposes, worked alone along lines which tended to destroy good community relations and incurred the public criticism of outstanding liberals in Los Angeles.

* * *

On one occasion there was an opportunity, if AFL groups were united in their support, to elect to the Los Angeles school board members favorable to labor. Local 430, however, threw its support to other candidates, thus dividing the labor vote and losing the opportunity to put in labor members. Vituperation and name calling directed at AFL officers by Local 430's officers at the time were inexcusable and appear to have been absolutely unjustified.

* * *

The tactics and conduct of Local 430's spokesmen in public appearances were vulgar and irresponsible. A number of reputable witnesses, both union and non-union, testified that officers of Local 430 presented statements in public in an antagonistic manner that was not warranted by the particular occasions.

* * *

Within the union itself, Local 430 did not function in harmony with the principles and policies of the AFT.

There was a high degree of turnover in membership in the local which was attributed by union leaders to "agitation of disgruntled members." The committee could find no evidence that

the officers had made any attempt to analyze complaints or resolve differences in the local. Criticism from members to the effect that too much time and attention were devoted to political and non-educational issues was belittled by officers of the local.

Furthermore, the officers refused to reinstate members who had severed their membership because of conflict within the local and later applied for reinstatement. At the final conference with the investigating committee, members of the local's executive board declared that any attempt at rapprochement with those whom they termed "disrupters" was out of the question.

* * *

Local 430 refused to affirm support of Section 9, Article III of the AFT constitution, which is as follows: "No discrimination shall ever be shown toward individual members because of race, religious faith, or political activities or belief, except that no applicant whose political actions are subject to totalitarian control such as Fascist, Nazi, or Communist, shall be admitted to membership."

Such a resolution of affirmation was offered at a time when Local 430's leadership was under attack by a Congressional investigating committee. The assumption of the movers and supporters of the resolution was that the acceptance of the AFT position opposing totalitarian control from either the left or the right and publication of that position would strengthen the prestige of the AFT and of Local 430 in the Los Angeles area. The record shows that there was a majority vote of the executive and membership of Local 430 opposing publication of the AFT position.

* * *

The investigating committee secured competent evidence on these and many other points. (The original evidence and documented reports thereon will be available for examination by delegates to the 1949 convention on the first days of the convention and on the Sunday preceding the convention.)

* * *

Following the revocation of the charter of Local 430, the Council voted to establish a new local in Los Angeles in order to fulfill its responsibility to the teachers of Los Angeles, who need a sound trade union. The Council undertook to administer the new local.

Consequences of Revocation of a Charter by the Executive Council

By JOHN LIGTENBERG

Attorney for the American Federation of Teachers

THE Executive Council has before it the question of the status of Local 430 between the time its charter was revoked and the determination of the appeal of the local to the next annual convention.

This problem involves the power of the Council under Section 6 of Article IV of the Constitution to revoke charters of locals and other constitutional powers delegated to the Council.

Sections 8, 9, and 13 of Article IX grant the Council wide powers between conventions. These are in general: (1) to use every legitimate means to further the objectives of the American Federation of Teachers; (2) to interpret and enforce the Constitution and to make rules and by-laws not in conflict therewith; and, even more generally, (3) to deal with all the affairs of the Federation between conventions.

These broad powers are intended to be commensurate with the duties and responsibilities of the Executive Council, as the only continuing judicial and executive body of the Federation.

In keeping with these responsibilities the Council, in two separate Articles of the Constitution, is given the power to revoke the charters of locals when the interests of the organization require such action. In the exercise of this power, it is acting in a quasi-judicial capacity. The governing bodies of many international unions have similar powers.

Where the Council, after investigation of a local, determines that it can discharge its responsibilities only by effecting an immediate revocation of the local charter, it would seem to have the power to determine the conditions under which the revocation takes effect; otherwise its action might be rendered of little value.

By analogy the judgment of a court is deemed to be final when rendered and may be executed upon even though an appeal is taken, unless the higher court to which the case is appealed suspends the judgment pending the disposition of the appeal.

Therefore, the mere act of appealing to the annual convention does not reverse the action taken by the Executive Council. Only the action of the convention can set aside such action and only the annual convention can reinstate the local, unless the Council itself chooses to reverse its action.

The question also arises whether the Executive Council has the authority to charter one or more new locals with jurisdiction over all or a part of the jurisdiction previously held by the local whose charter has been revoked. The Constitution places no limitations upon the power of the Executive Council to charter locals in any given area. In many cities, there are two or more locals. The duty of the Council to organize teachers and to extend the benefits of union organization does not stop when a local has been suspended or its charter revoked.

If, in the judgment of the Executive Council, the good of the organization requires immediate chartering of a new local, the local whose charter has been revoked could not stop such action merely by appealing to the convention. These matters relating to the chartering of locals are concerned more with the judgment and wisdom of the Council in determining its course of action than with the provisions of the Constitution.

Action Concerning Local 61, the San Francisco Federation of Teachers

ON Sunday afternoon, Sept. 5, the committee appointed by the AFT Executive Council to investigate the conduct and affairs of Local 61 got in touch with the president of the local and the following procedure was agreed upon:

1. Conference with union teachers and with non-members in the San Francisco schools.
2. Conference with labor leaders in San Francisco, both of the central labor body and of the State Federation.
3. Conference with a labor member of the Board of Education.
4. Conference with the full executive board of Local 61.

The entire investigating committee participated in each of these conferences and took complete notes. Again, the statement concerning the responsibility and authority of the investigating committee was read to the local officers.

After studying the situation the investigating committee made the following recommendations:

1. That Local 61 withdraw its affiliation with, and support of, the California Labor School.

2. That the membership of any members of Local 61 engaged in teaching in the California Labor School be terminated at once by taking whatever action was necessary under the constitution of the local and sending notice to such members.

3. That Local 61 continue under its present charter for a period of two months, during which time an effort would be made by its officers and membership to initiate an active union program involving:

- a. Improved relations with the central labor body.

- b. Increased activity in building membership.

- c. Greater concern with development of a teachers' union program.

During the period of two months the items under No. 3 were satisfactorily complied with. The local has withdrawn its support of the California Labor School, and members who were on the faculty of the school have resigned from the local. A program of organizational expansion and professional service has been begun.

Statement on Investigation of Local 401, the University of Washington Teachers Union

COMPLAINTS had been received from labor leaders and union teachers that Local 401 had brought the AFT into disrepute.

On Tuesday, Sept. 7, the investigating committee appointed by the AFT Executive Council got in touch with the secretary of the University of Washington local, and the procedures of investigation, including conference with the executive board of Local 401, were agreed upon.

Conferences were held with teachers, labor leaders, and the executive board of the local, except that the majority of the executive board refused to remain in conference with the investigating committee after the statement concerning the responsibility and authority of the investigating committee was read. The conference was continued with a minority of the local's execu-

tive board, and complete notes were taken by the investigating committee.

The investigating committee found that the minutes and publicity throughout the years revealed little attention to educational problems and teacher welfare, but strong emphasis on political activities, including opposition to World War II until June, 1941, immediate demand for a Second Front after June, 1941, opposition to Lend Lease before June, 1941, and support for Lend Lease after June, 1941.

The investigating committee found also that the delegates of Local 401 to the Seattle Central Labor Union had been expelled from that body because their conduct was deemed inimical to the best interests of the AFL unions in that area.

After thorough study of the facts reported by the investigating committee, the AFT Executive Council voted unanimously to revoke the charter of Local 401.

* * *

To make membership in the AFT possible for those faculty members of the University of Washington who are genuinely interested in AFT activities and wish to work within the AFT and according to its principles, the Executive Council has authorized Local 200, the Seattle Teachers Union, to set up a chapter for faculty members of the University of Washington, "such chapter to concern itself with any and all matters that may properly be considered by a university local under the constitution of the American Federation of Teachers." The Council voted also that "at such future time as the membership in the university chapter of Local 200 applies for a charter, such charter will be issued by the Executive Council if in its judgment establishment of an autonomous local for university faculty members seems advisable."

* * *

In none of the three investigations were any comments made as to the interpretation of the facts, and in each case the locals were informed that the fact-finding report would be referred to the AFT Executive Council for interpretation.

Following the three investigations the committee made a summary of findings to the Executive Council. The actions taken by the Council, including revocation of the charters of Local 430 and 401, were by unanimous vote following the Council's study of the complete summary of the facts reported by the investigating committee.

Secretary-Treasurer's Page

Teachers' Pensions and Social Security

IT IS probable that extension of Social Security to millions of employees not covered at the present time will constitute "must" legislation in the 81st Congress of the United States.

From the standpoint of the professional interest in child welfare, extension of social security will provide better homes and better care for millions of needy children. Those teachers who taught during the days of the economic depression in the 1930's and who recall the tragedy of having hungry and poorly clothed children and youth in the classroom, can fully appreciate that better homes and greater security are basic to the educative process.

From the standpoint of professional interest in teacher welfare, the AFT will have as a major point in its program of action the protection of sound teacher retirement systems which are now in existence when and if the benefits of Social Security are extended to public employees. Some boards of education have looked with eager eyes upon proposals to include public employees under Social Security in the hope that coverage under the federal social security program would supplant local and state retirement systems for teachers and thus make possible a budget saving. *Since the provisions of the Social Security program are grossly inadequate for purposes of teacher retirement, it is vitally important that none of the sound teacher retirement programs be replaced or weakened through the extension of Social Security.*

Social Security coverage may constitute either a substantial benefit or a serious threat to teacher welfare. Many teachers who, during World War II and subsequently, were compelled by economic necessity or patriotic duty to hold jobs outside of school hours are covered both by Social Security and by teacher retirement systems. Many teachers will be able, therefore, to supplement the meager provisions of their teacher retirement systems by Social Security payments ranging up to \$50 per month.

For several years the AFT has been active in protecting teacher retirement systems while, at

the same time, supporting extension of the federal social security program. At the 1940 AFL convention a vigorous debate was held by delegates from unions representing public employees, regarding the provisions of a bill to extend social security. The AFT and the International Association of Fire Fighters (AFL) were two of the groups which most emphatically demanded adequate protection for existing pension systems.

In 1943 a conference of representatives of unions of public employees was held at AFL headquarters in Washington D.C. to draft the section of the Wagner-Murray-Dingell Social Security bill which had to do with extension of coverage to public employees. The AFT was represented in this conference by John Fewkes of Chicago, who was then national president of the AFT; Ira Turley, who was then president of the Chicago Teachers' Union; and Irvin R. Kuenzli, secretary-treasurer of the AFT. At this meeting it was agreed that the bill should provide that no group of teachers or other public employees would be placed under Social Security without a majority vote of the employees. The first copies of the printed bill, however, did not contain this provision and the legislation as written constituted an ominous threat to sound teacher retirement systems. When the AFT immediately took action to have the bill amended to require a majority vote of the employees, representatives of the Social Security Board said the provision had been omitted because the board could not become involved in elections among public employees throughout the nation.

At the 1943 convention of the AFL in Boston an agreement was reached with the Social Security Board that a provision somewhat as follows should be included in future legislation: *No public agency or board which serves as an employer shall be authorized to place its public employees under the Federal Social Security Program unless such agency or board shall have certified under oath to the Social Security Board that the employees under its jurisdiction have petitioned by majority vote to be placed under the Federal Social Security program.*

This provision affords adequate protection for sound pensions systems and, at the same time, relieves the Social Security Board of the responsibility of conducting elections among public employees throughout the nation. The onus of conducting such elections is placed upon the employers.

However, during the 80th Congress, legislation was again introduced which did not contain the provision requiring a majority vote of the employees and which again constituted a threat to existing teacher retirement systems. This bill, fortunately, was not enacted into law because the AFL and its constituent unions, including the AFT, succeeded in having it killed in the Senate.

The AFT may well be proud of the fact that it is the only national professional teachers' or-

ganization which has consistently fought for nearly a decade to protect teachers' pension systems in relation to legislation to extend social security coverage to public employees. This fight to protect existing pension plans will be continued in the present session of the Congress. This battle, moreover, is only one of many conducted by the AFT on the professional front to protect the rights of the classroom teacher.

IRVIN R. KUENZLI

What Do Whites Owe to Indians?

By RUTH UNDERHILL

From Bulletin No. 154 of *Indian Education*, published by the Education Branch of the United States Indian Service, Department of the Interior.

"YOU took our land!" Indians have been heard to say, with an attitude of deep resentment and tragedy. "This whole big country was once ours."

The white man, in a good-natured mood, is likely to agree and when events do not suit him, he may propose: "Let's give the country back to the Indians!"

Does that mean that Indians have a rightful claim to the area of the United States, with its oil wells, its mines, its railroads, cities and factories, its million acres of corn and two million acres of wheat and oats? If this is so, there was never such a gigantic robbery in history. If it is not so, the situation ought to be cleared up, at least in the Indian Service, where Indians and Whites hope to work together as understanding friends. What, then, did Whites take from the Indians and how does the debt stand now?

They took certain lands, like the island of Manhattan and some of the state of Pennsylvania, for which they paid. Not much, it is true, but land owners have sold cheap and regretted it both before and since then. They took other lands by conquest. They took some, like the Black Hills, for which they did not pay, though they had promised. Debts like that need to be settled and the Indian Claims Commission is preparing to take up the subject, for promises must be redeemed if a nation is to keep its self-respect.

Can money payments really make up to the Indian for the loss of a whole continent where he once roamed unhindered? There is the real crux of the question and the reason for bitterness. A

hunting life looks idyllic, at least as we see it through our civilized eyes. Yet how could it have been possible for a whole continent, replete with mineral resources, to be left as a Paradise for hunters when other parts of the world sometimes had 700 people to the square mile? If non-Indian Europeans had not flooded in to occupy the land, someone else would have done so. The Indians must have lost their great hunting tracts, by conquest, by purchase or by being simply crowded out. The question is, what compensation was really due them for this loss?

* * *

There are over 3½ million square miles in the United States and it has been calculated that, when the Whites first came, there were about 800,000 Indians. That was over 4½ square miles for every man, woman, and child. True, some of the land was uninhabitable mountain and desert, but, on the other hand, some of the settled Indians occupied much less space. The farming Pueblos used scarcely more land than they have today. Around the salmon streams of the Northwest, the fishing Indians were gathered to a density of two persons to every three square miles. Even that looks magnificent to the Indian of today, when less than 400,000 occupy 88,000 square miles, counting both reservations and public domain. One-fifth of a square mile per person!

Yet what did the Indian of old actually get from the vast tracts over which he was once lord? We are speaking now of pre-White days, when there were no horses and no guns. All hunting was

done on foot, with snares, traps, or bow and arrow. In some places, hunters got together to surround a group of antelope or buffalo—a job of many days' hard work. Or, a few might go out alone after deer or elk. In any case, most of a man's time was taken up in simply getting enough meat for the family. There were less fortunate areas where the food was mostly wild seeds, rabbits, and birds. Here, both men and women spent their lives tramping over the country, gathering up all possible food. In no case could they save enough to feel rich. When there is no refrigerator to keep the extra food and no white man to take the skins and other products in trade, hunters get little more than their food from day to day. Or, counting dried food, let us say, for a few months ahead. That was enough in ancient times, when people had never heard of anything better. Yet it would scarcely satisfy any young Indian of today.

Even the farming Indians lived in a way which, today, we would call poor. No United States Indians made a real business of raising crops except the Pueblos and Pimas. They, indeed, had stores for a year or two ahead. Also they had cotton clothing and beautiful pots, enough to keep comfortable and to trade for some dried meat and skins. But was this wealth? Other Indians left the farm work mostly to the women, while the men hunted. Dr. A. L. Kroeber, of the University of California, has calculated that eastern Indians used only 1% of the tillable land. What could you expect when the soil was hard and the tools were no more than sharpened sticks or, now and then, a deer's shoulder bone?

Oceans Kept Inventions from Indians

We do not mean that this was the Indian's fault. He did not have the tractors, the steam shovels, the smelters and dynamos, not even the spades, hammers, and pickaxes which would have got the mineral wealth out of the rocks, plowed up the soil, or diverted the rivers into huge irrigation projects. News of such things had not reached him, any more than news of cattle and iron tools had reached European Whites four or five thousand years ago. It is the opinion of most students that the great inventions which produced our modern industrial age were developed only once. A fortunate coming together of materials, climate, and opportunity gave civilization its start in Egypt and Mesopotamia about 3,000 B.C. Slowly the use of new tools spread over Europe and Asia, the ancestors of American Whites being among

the later ones to learn. Indians never had the chance to learn at all. Isolated by oceans, they had no inkling of the new way of life which made hunting obsolete. To them, the oil fields of Oklahoma, the coal mines of Pennsylvania, even the sites of such cities as Los Angeles and New York were just so much hunting land and not the best, at that.

So what Whites took from the Indians was simply land for hunting, gathering, and a little planting. In other words—a chance to make a living. It would be easy to return them that much. Any Indian who chooses to work now as hard as his ancestors did at hunting and tillage could certainly get food enough to keep his family alive, some new clothing every two or three years, and some rough kind of shelter. For that was all his labor netted him in economic terms.

In terms of human happiness, however, the case is different. The Indian's daily work, in former times, was something he liked and for which he felt competent. It required initiative and responsibility. It gave self-respect and a standing with his group. Half clad and dirty, even hungry though he sometimes was, the Indian hunter felt inferior to no one. He was a member of a self-governing group. Such opportunities for advancement as existed were open to him. It is these imponderables whose loss goes deep. After Whites have made the country productive enough to support 150 million people, justice may not demand that they give it back to Indians for the use of a few thousand. Justice does demand, though, that the Indian should be able to get as much interest and achievement out of life as he used to.

Here, Whites are really to blame. It is the custom of most people to assume that "Whites," in this case, means the government. "If only our government had . . . !" they say, and thus shrug off responsibility. It is true that the government which is, after all, only the representative of public opinion, made many mistakes in its care of Indians. One such error was taking all responsibility away from the Red Man and leaving him to be guided by a White agent whom he could not understand. In the early days, when some of the tribes maintained the attitude of enemies, such authority was necessary. However, as older generations became inactive and new ones appeared, new planning was needed. Our government was young and confused, faced all at once with a country expanding by leaps and bounds.

No one had the time or the psychological knowledge to consider how Indians might best be helped toward citizenship. The outworn, paternalistic policy continued. So a generation of dependents, some resentful, some indifferent, was produced.

We of the Education Division are well aware that teaching which does not encourage initiative is destructive of true learning. We cannot blame the Indian for having failed to learn the lessons of adult citizenship under such poor conditions. The Reorganization Act and the new policies in education are the government's moves toward righting this psychological wrong.

Other moves are necessary, however. One of the essentials of democratic government is that

all action is not left to the central authority. The citizens themselves take responsibility for bettering the national life. So far, our average citizen has done very little on the Indian question except to blame the government. Yet some of the rights we owe the Red Man are within every citizen's power to bestow. The Indian should have a chance to earn a living without discrimination because of his race. He should be able to vote; to be served in restaurants and stores; to live in any community he may desire. It is rights like these, enjoyed to the fullest, which can give back some of the satisfaction he once derived from boundless roaming. This debt we owe the Indian and it can be paid only by all the citizens of the United States, working together.

Higher Education for All

By LEO SHAPIRO

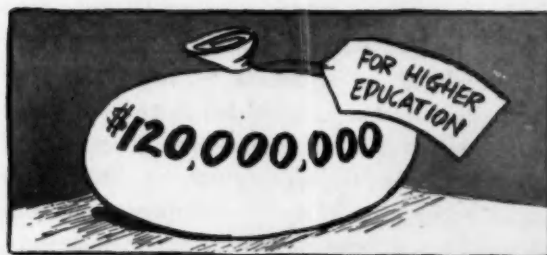
Director, Department of Education, Anti-Defamation League of B'nai B'rith

THE six volumes representing the *Report of the President's Commission on Higher Education* have been released. Chronologically and logically, they follow the Report of the Civil Rights Committee, *To Secure These Rights*. Many will recall that one of the important recommendations of the Civil Rights Report concerned the elimination of discrimination in education. This theme is further elaborated upon in the new volumes, which share the common title *Higher Education for American Democracy*. The entire series, like the Civil Rights Report, is most relevant to those concerned with intergroup education and with the extension of human rights in a democratic society.

Briefly, the Commission recommends a vast enlargement of higher education facilities. For example, it is recommended that federal grants-in-aid amounting to a minimum of \$120,000,000 should be instituted for 1948-49; and it is recommended further that the sum be increased until 20% of the non-veteran students of appropriate ages are in college at public expense. The Commission realizes that of the various types of barriers to higher education—economic, regional, curricular, racial, religious—the economic barrier is a considerable one. The Commission is aware that it is not just a matter of intellectual

qualification, and that the Army General Classification Tests of World War II debunked the debunkers of the twenty's who said we were a nation of twelve-year-old brains. The tests during World War II have made the Commission aware—and ought to make all of us aware by now—that approximately one-half of our sixteen-year-olds have an intelligence that could benefit from two years of college, and approximately one-third that could benefit from four years. At present only about 16% of the college age group are enrolled in college. The reason becomes quite clear when one realizes that three out of ten youths from families with an income of \$7500 get to college, whereas the college chances of a youth from a \$2500 family is more nearly one out of ten.

Some may ask: What has this to do with democracy and democratic education? The





answer should be obvious. It has everything to do with democracy—the growth of democracy in this country and, in the long run, the world over. For democracy clearly depends on a maximum use of the potential which makes up a given society. The more effectively, the more fully this potential is energized and activated and channelized, the richer will be the returns for all.

Something should be said here about one or two of the standard objections which have been made to this Report. One is that the sum involved—for the figure of \$120,000,000 is just a beginning—is so great as to be out of the question. It is “fantastic,” “impossible.” “How can the Federal Government start underwriting the higher education of all who are willing and able to avail themselves of it?” Some of us seem to forget that only one hundred years ago, there was just as great a to-do and objection when elementary education for all at public expense was advocated. And even more recently—in the 1870’s—there was similar opposition to free secondary education. The move to open institutions of higher education to those who can profit from such educational experience is part of the inevitable tide of history. We should not be surprised that in a democracy the historical process properly takes the form of progress, creating more and more goods and services for an ever increasing number.

A second objection—which we have heard from people who ought to know better—is that this sort of federal aid program will lower educational standards in our colleges and universities by bringing in people of inadequate abilities and by mechanizing our institutions of higher education. This is belied by the statistics which we have cited above from the Army General Classification Tests. It is belied even more by the history of public education in America. Whatever their defects, our public educational institutions have made a noteworthy contribution to the growth of American democracy—so much so, that some would argue that it is a contribution without parallel in American life. Whatever their defects,

our public educational institutions have won a high place in the history of public education. This fear of the degeneration of educational standards was expressed by those who were afraid of what the veterans would do when they reached the college campuses; and it is belied completely by the splendid record of veterans who by and large are doing better at their college work than non-veterans. And—important point—these veterans would not be at college today were it not for the G.I. Bill and federal aid, which has neither lowered standards nor mechanized education as far as anyone can see.

The *Report of the President's Commission on Higher Education* emphasizes again and again that only those would be given aid who could profit from that aid. It is worthwhile to look at the Report itself, which states that “free and universal access to education, in terms of the interest, ability, and need of the student, must be a major goal in American education.” And again: “The time has come to provide financial assistance to competent students in the tenth through fourteenth grades who would not be able to continue their education without such assistance.” And once more: “The American people should set as their ultimate goal an educational system in which at no level—high school, college, graduate school, or professional school—will a qualified individual in any part of the country encounter an insuperable economic barrier to the attainment of the kind of education suited to his aptitudes and interests.”

What is being advocated here is free and universal access to education for those who have “ability,” for individuals who are “qualified,” for youths who are “competent.” We wonder where the real objection lies. Are the critics of the Report genuinely fearful of incompetence and the lowering of standards? Or are they fearful of a free and universal education which extends into the higher reaches of education which have been reserved up to now not for those who were competent so much as for those who had the economic means and the racial and religious qualifications? If this is the basis for their objections, they are fighting against history just as those who opposed public elementary and secondary education. They are fighting against the extension of democracy. They are opposing the very element which makes American life a dream, a promise, a hope for the future. And they cannot win.

Western Powers Start New Berlin University

THE Western Powers in Berlin have opened a new university in the United States sector, since students with unwelcome political views were expelled from the old Berlin University, which is located in the Russian sector. The new institution is called the Free University of Berlin.

Because of the lack of adequate space, the enrollment had to be limited to approximately 2,200, although more than 5,000 had applied for entrance. A medical school has already been organized, and plans have been made for a law school.

● *Upper right:* This building, formerly a warehouse, has been renovated and now contains lecture halls for the new university. Here students are unloading supplies and equipment.

● *Center right:* Prospective students help to transform the warehouse space into lecture halls.

● *Lower right:* Students sort the books for the library of the new Berlin University. These books were donated by universities in the Western zones. Here the window sills must serve as bookshelves, since equipment is meager.

● *Below:* Students had to pass written examinations to enter the Free University of Berlin. This photograph shows a few of the applicants, from the thousands who would like to enter.

ACME PHOTOS



The Problem of Adult Illiteracy

By AMBROSE CALIVER

Specialist for Higher Education of Negroes and Director of Project for Adult Education of Negroes,
Federal Security Agency, U.S. Office of Education.

THERE is much talk these days about equality of educational opportunity. The subject is being discussed on the basis of race, creed, and color; in light of the ability of states to support education; and in relation to rural and mountain populations. But there are two other groups for whom equality of educational opportunity is seldom considered—namely, pre-school children and adults. The welfare and wholesome development of society requires that both these groups be given more regular, systematic, and purposive educational assistance without delay.

These two groups have important interrelationships. Many of the problems of adults stem directly from educational neglect during their pre-school period and frequently this educational neglect results from lack of adult education. The impact of this interrelationship is most severe among the undereducated section of our population—with whom this article is particularly concerned. The significance of this fact is thrown into bold relief when we know how many millions of our citizens are included in this undereducated section of the population.

The Extent of Illiteracy

It was generally assumed, until recently, that education in America was so widespread that all but a few of our citizens had sufficient education to function effectively in their everyday activities. However, facts revealed by the Census Bureau and the Selective Service have proved this to be an entirely erroneous assumption.

In 1940 approximately one out of seven, or ten million of our adult citizens, were functionally illiterate (had not advanced beyond the fourth grade). Nearly three million of these had never attended school at all. Every state in the Union and every section of the population has great masses of illiterates among their numbers. Over four million are native whites; over three million are foreign-born whites; and nearly three million are Negroes. In some states the illiteracy among adults is as high as 35 percent. More than one-half million of our young men, equivalent to 40 Army divisions, who were otherwise fit for mili-

tary service, were rejected during the last war because of educational deficiencies.

Although the Census estimated that persons 25 years old and over who were functionally illiterate dropped from 13 percent in 1940 to 10 percent in 1947, there is no reason for gratification nor relaxation in our efforts to eradicate the blot of illiteracy from our nation. In fact, any amount of illiteracy in a democracy, where sovereignty resides in the people, is intolerable and dangerous.

Causes of Illiteracy

When the uneducables—who represent relatively a negligible number in the total population—are disregarded, the other illiterates are caused by many related conditions. One is lack of school attendance. There are literally hundreds of thousands of children of school age who are not enrolled in school or who attend so irregularly as to make their learning amount to practically zero. Another is pupil mortality. A large percentage of the pupils who enter the first grade drop out—never to return—before they reach the fifth grade. The Army and the Census Bureau found that many of these drop-outs reverted to a state of illiteracy. The Census estimated in 1947 that the following percentages of persons 14 years and over who had completed the designated years of schooling were illiterates: 1 year, 67 percent; 2 years, 46 percent; 3 years, 19 percent; and 4 years, 5 percent.

Still another cause of illiteracy is poor teaching. There are known cases of normal children who are advanced from grade to grade—even as high as 7th, 8th, and 9th grades—who for all practical purposes are functionally illiterate. This happens in urban as well as in rural areas. If all these persons could be identified they would materially swell the ranks of the presently known functionally illiterate.

Literacy is achieved not only through book learning, but also through life experiences. Much of the poor school attendance, pupil mortality, and lack of learning result from poor teaching of the fundamentals; lack of relation between school experiences and the interests and needs of pupils;

lack of proper educational materials, equipment and facilities; low cultural level of the families of pupils concerned; and general low level of educational support in the state.

Much of our adult illiteracy exists in states that find difficulty in supporting an adequate program of education for children and youth. In fact, there is considerable (negative) relationship between the level of support of general education in a state and the number of functionally illiterate adults in the state. However, illiteracy is found throughout the nation; which means that in some states illiteracy is imported, while in others it is home-grown. In the former states illiteracy is due to a failure at the adult education level, in the latter it represents a failure to provide educational opportunity at the elementary and secondary levels. In either case, it is a condition which should not be tolerated in a democracy. It, therefore, becomes a national problem, and, in the opinion of many persons, it is in the public interest that federal assistance be given toward its solution.

Problems Arising from Illiteracy

The millions of undereducated Americans who do not possess command of the fundamental tools of communication constitute problems of great magnitude and urgency. These problems are of two kinds, and are interrelated. One kind concerns the individual, the other is of particular concern to the nation. From the standpoint of the individual, we find the greatest incidence of poverty, disease, and personal maladjustment in occupational, home, and civic life among the least educated. From the standpoint of the national welfare, these masses of citizens with little or no schooling become a drag on the entire population. The loss of national strength and wealth resulting from this untapped reservoir of human resources is incalculable. This is true both in time of war and in time of peace. One need only reflect upon the Selective Service experience, the cost of the Army literacy program, the growth of technological unemployment, and the problems resulting from mass migration from rural to urban centers to appreciate the seriousness of the problem of illiteracy.

As indicated earlier, this is a national problem. Every section and every state must have a concern for illiteracy and its causes in every other section and state. This conclusion can be more readily appreciated when considered in light of

the increasing mobility of our population. Extensive migration is taking place among all groups of our population and between all sections and states of the country. The following figures are only one example of this migratory trend:

It is estimated that by the early 1950's more than one-half million persons, many of whom are Negroes, will be "pushed" from the farms in the southeastern states alone. In 1940 over 600,000 non-white urban migrants (97% of whom were Negroes) were rural residents in 1935. Practically every Southern state lost heavily in Negro population during the decade from 1930 to 1940. In 1940 there were 200,000 Negroes in six Northern states alone who were born in Georgia, and there were 58,000 in New York who were born in South Carolina. This high fluidity, coupled with social mobility of our population, constitutes an important factor influencing the need for literacy education.

Perhaps the most serious problem of all resulting from our excessive illiteracy is that relating to our national security. Our democratic way of life is weakened, and becomes vulnerable to attack from foreign ideologies and native demagogues to the extent that our citizens are uninformed and lack the fundamental tools of learning with which to become informed. Moreover, our relations with other nations and our position as a world leader may be greatly affected by the votes and pressures of masses of illiterate and uninformed citizens.

Increasing Need for Literacy

Literacy skills are of value only insofar as they help to improve living. And as living becomes more complex the demand for a high degree of literacy increases accordingly. Even in the early frontier days of our country, when life was simple, education was considered to be essential to the progress and perpetuation of the nation. It is even more so today, when the growing rapidity of transportation and communication is causing our population to become increasingly mobile, intermingled, and interdependent. Moreover, technological development has increasingly caused the machine to take the place of the hand. The processes of production, distribution, and consumption have become more intricate, and consequently more knowledge and skill are required of everyone involved in these processes.

These trends make the problem of illiteracy more critical year by year both in our own nation

and throughout the world. A variety and rapidity of adjustments of which we never dreamed are demanded. Even the literate population is ignorant of much that is desirable and essential to know. How much more serious, therefore, is the plight of the illiterate. Problems of citizenship, home and family life, occupations, and of human relations in general require of the average citizen knowledge, understanding, and judgments that are literally overwhelming. The growing cooperative nature and interdependence of our society demand a high degree of competence in the skills and arts of communication from the entire population.

The decisions and actions that are most essential today can be taken only by adults. Adults of all sections of the population are called upon daily to make decisions and take actions individually and collectively, which in many instances not only affect them personally, but their families, their neighbors, their states, and frequently their nation and the entire world. The decisions and actions cannot be delayed until the youth now in our schools become adults. Moreover, our educational program must be improved and financed in such a manner as to give our youth better preparation for the future than our adults have for the present. But we are certain that this will not happen unless our present generation of adults are given the proper kind of education—including literacy education. For without the proper education, adults in the home and community may often nullify or deflect the impact of the school's program upon the youth. From a positive point of view an enlightened citizenry is essential if the home and community agencies are to contribute in the achievement of the schools' objectives.

A Challenge to Educators

There was a time when educators did not sense their full obligation to the illiterates. One of our major educational faults has been our continuing neglect of the education of adults, and particularly of those adults who, because of lack of schooling or lack of use of schooling, make up our large mass of undereducated Americans. Fortunately educators are beginning to change their attitude in this regard, and are recognizing their responsibility in the matter, particularly in five areas of service: (1) in the evaluation, selection, and production of instructional materials suitable for teaching adults; (2) in the preparation of adult education teachers; (3) in the preparation

of teacher trainers and supervisors; (4) in the development of teaching methods; and (5) in bringing about an awareness of and concern for the problem on the part of legislators, public school officials, and the general public.

It is not enough to eradicate illiteracy. Steps must be taken to prevent its recurrence. Hit or miss measures—so often employed in the past—will not suffice. Nothing short of a persistent, intelligent, and understanding approach, on the part of professionally trained persons—imbued with a sense of mission—will adequately solve the problem.

One Approach to the Problem

The problem of illiteracy has many facets. Its solution, therefore, must be reached from many approaches. One major difficulty which workers in this field encounter is a lack of suitable materials and methods for teaching adult illiterates. Too often efforts in this field met with failure because the same materials and methods used in teaching children were used with adults. The result was lack of interest, lack of motivation, and lack of learning on the part of adults. Since the school activity was not geared to their needs and background in general, nor to their experiences in particular, they soon dropped out. Another difficulty is a lack of mature teachers who understand adult interests and needs and who can approach adults with an adult psychology. Still another difficulty is that of arousing community-wide concern which will assure organizational and financial support, and make adult literacy education popular.

The Project for Adult Education of Negroes¹ being sponsored by the U. S. Office of Education has attempted during the past two years to demonstrate how these difficulties might be met. It is a pilot project and has been largely financed by the Carnegie Corporation of New York. The six institutions of higher learning participating directly in the conduct of the Project are: Atlanta University, Fisk University, Fort Valley State College, Hampton Institute, Tennessee Agricultural and Industrial State College, and Virginia State College. In addition school systems, organizations, and individuals have cooperated in various ways. The major emphasis in the Project has been on producing a limited amount of materials and developing a small corps of teach-

¹See *School Life*, 29:26, Oct. 1946; *School Life*, 30:4, Jan. 1948; and *U. S. Office of Education Circular No. 246*, Oct. 1948, for fuller reports of this Project.

ers and leaders. The materials have been produced on a tentative basis and have been used experimentally in the Project demonstration classes. They are now being revised with the hope of publishing them for general distribution.

While it is believed that the teaching materials produced in this Project are suitable for many types of learners in a variety of localities and situations, the difficulty of producing materials that have universal application is recognized. Emphasis has been placed, therefore, on the "process" rather than the "product." It is the hope that the preliminary use of Project materials, in light of the principles and methods employed in their production, will stimulate experimentation on the part of teachers of adults of low literacy levels, and lead to continued development of materials based on the needs and interests of the persons being taught. Thus, there will result "experience curriculums" that will be indigenous to the particular locality and group. This will not only furnish a stronger motivation to learn, but will assure more practical "learnings," and will be in keeping with the ultimate goal of the Project: to help the masses of illiterates to function more effectively in the major areas of life—home and family living, occupations, and citizenship. In modern society effective functioning in these areas is dependent on knowledge of and skill in the simple tools of

communication. Therefore, the functional literacy indicated here becomes an essential means of attaining the "more abundant life."

The Carnegie grant to the Project is about exhausted, but pending the time when funds are made available for a large scale attack on the problem either through local, state, federal, or private sources, or all combined, the Office of Education is continuing a small scale program with a view to keeping alive national interest in this important problem. It is hoped through this means to assist in increasing the numbers of persons who realize the meaning of the fact that illiteracy weakens democracy; undermines occupational effectiveness; prevents growth of wholesome family life; impedes national economic and social progress; retards individual creative expression and contributions; and limits personal happiness and satisfaction. And, who also know that illiteracy is a national blot that should be eradicated at the earliest possible date, and that it will take intelligent planning and cooperative effort to do the job.

In this Atomic Age the impact of national and world problems requires an ever increasing amount of literacy among all our citizens. In such an age, time is of the essence. It behooves each of us, therefore, in our several capacities, to find ways and means of attacking the problem of adult illiteracy without further delay!

Summary of Action Taken by the AFT Executive Council At Its Meeting in Chicago, December 28-30, 1948

(Continued from page 4)

teacher was unfairly dismissed.

Pension Plan for AFT Employees: The Council conferred with a representative of the Union Labor Life Insurance Company of New York concerning what the effects would be if certain changes were made in the pension plan which is now in operation. A committee composed of John Fewkes (chairman), Lettisha Henderson, and Mary Wheeler was appointed to examine the practicability of several proposals for changes in the pension plan, and to discuss the proposals with competent authorities and with representatives of the AFT employees. The committee is to report back to the Council no later than April 1.

Special Rate for "American Teacher" Subscriptions: The Council voted that for retired mem-

bers and student teachers, the subscription rate to the *AMERICAN TEACHER* should be half the regular rate. At present the half-rate would amount to \$1.25 a year.

Per Capita Payments to the AFT: The *AMERICAN TEACHER* was directed to carry an article explaining that when salary schedules are revised upward, the per capita payments sent to the national office should be increased, as specified in the AFT constitution (*see back cover*).

Reports of AFT Standing Committees: The reports of the following standing committees were considered by the Council and, where necessary, appropriate action was taken: academic freedom, state federations, vocational education, child welfare, and international relations.

Charter Application for the University of Detroit: An application for an AFT charter for the

salaried teachers of the University of Detroit was approved (*see next paragraph*).

Voting Record of Executive Council Members:

All members of the Executive Council were present at the December meeting. On all motions except one there was no dissenting vote. On the question of the granting of a charter to the salaried teachers at the University of Detroit (*see paragraph above*) Mary Moulton and Rebecca Simonson abstained from voting and Edward Melucci was not present during the early part of the session at which this question was acted upon, since it was necessary for him to attend a funeral at that time.

(*Complete minutes of all sessions of the Executive Council meeting will be sent to all locals, as directed by the 1948 convention.*)

A Call for Comics And Children's Books

Have you any artistic children's books or comics that you would be willing to send to an art teacher in Wales who is making a study of such publications? Mr. Glyn Jones, secretary of the Caernarvonshire County Association of the National Union of Teachers of England and Wales, writes that he has read that American comics are very artistic and would like to have some of them for the collection which he is making in connection with his study.

You would probably have little difficulty in finding many artistic books for children, but it may not be easy to find comics that you would consider artistic. If you do find some, however, Mr. Jones would be pleased if you would send them to him at Cora Linn, Bethel, Caernarvon, Wales.

THE FABRIC OF OUR FLAG

By SEMA WILLIAMS HERMAN

Gregory School, Chicago, Illinois

This play was written for a class of approximately forty primary children. In presenting the play, the nationalities or ancestry of the children in the class should be taken into consideration; if there are some whose countries have not been included in the play, the names of these countries should be added or substituted for some of those mentioned here.

The play requires from 35 to 50 minutes, depending on the number of countries represented. The children taking part in the first act double as immigrants in the second act.

ACT I Scene I

In front of the curtain. Four children enter.

FIRST CHILD. This is a story about our country! It is a story about our flag!

SECOND CHILD. A long time ago the world was a very bad place to live in. People were not free. They were owned by other people on whose land they lived and for whom they worked.

THIRD CHILD. They could not pray to God in their own way. They worked all day and until very late at night. They never had much to eat. They were always cold and hungry. Their children were always cold and hungry too.

FOURTH CHILD. In the first part of our play you will see how hard the people had to work. The people were always afraid. The people were always cold. The people were always hungry.

[*The children go out.*]

Scene II

Three clashes of cymbals are heard. The curtains part slowly. The stage is dimly lighted. Upon an elevated place (a table draped with a cloth) stands an overseer¹ holding a whip². He cracks it over the men and women, who are bent over as if working in a field.

OVERSEER. Work, you slaves! (*He turns away.*)

[*People straighten up one by one, rubbing their backs or sides as if from fatigue. They turn to one another and talk.*]

FIRST LABORER. This is a very bad place to live in. We have to work day and night for our masters. Our children have to work with us too, little as they are.

SECOND LABORER. When they grow up they will not have a chance to live any better.

The Fabric of the Flag was written within the scope of understanding of children between the ages of six and eight. The play sought to alleviate religious and nationality frictions that had arisen in the school and its neighborhood. The primary aim was to awaken the older children in the school, as well as the adults in this community of twenty-three nationalities, three religions, and three races, to the fact that all Americans save the Indians were foreigners who had come to this country to escape some form of persecution, insecurity, or servitude; and to impress upon them that the growth of this country and its preservation as a nation were due to and depended upon the cooperation of its inhabitants and their observance of its democratic ideals.

Oversimplification of historic detail was necessary because of the limited understanding of the actors, the highlighting of the lesson of inter-group understanding that was the purpose of the play, and time limitations.

It may be argued that in most instances the Indians did not welcome the newcomers, that the early settlers were looked upon as invaders who were depriving the Indians of their land by force, that some of the settlers turned persecutors themselves, that most of them did not cooperate with their neighbors. For the purpose of our play, however, we chose positive instances, of which there are many examples in our history. As a matter of fact, despite episodes of persecution, the people of this nation did cooperate whether they wanted to or not, by sheer necessity of survival. Our emergence as a nation through wars for which we were ill prepared, and our industrial and commercial development clearly bear out this statement.

¹ The overseer may wear a coarse smock, with a rope around the waist. Or a soldier may be substituted for the overseer.

² The whip may be a stick to which strips of paper have been attached.

THIRD LABORER. I wish we could find a better place to live in.

FOURTH LABORER. I wish we could find a better place to live in too. We are not free here. Many of us are bought and sold with the land we live on. We can not talk about it.

FIFTH LABORER. We can not pray to God in our own way. We are always cold and hungry.

SIXTH LABORER. Our children are always cold and hungry too.

[Overseer turns, sees the groups conversing, folds his arms, and shouts threateningly to the people.]

OVERSEER. You have no right to talk. Work, you slaves! (He turns away as soon as people begin working.)

[Liberty enters, carrying book and torch. She regards the group for a moment, then speaks.]

LIBERTY. I have heard your voices, good people. I will find a country for you to live in.

[People straighten up and gaze at her in wonder.]

FIRST LABORER. Who are you?

LIBERTY. I am Liberty. I will help you. I will find a country where you can be free and where you and your children will have a better chance for a better life.

[Overseer turns and points to Liberty with his whip.]

OVERSEER. What are you doing here, Liberty? Slaves know nothing of Liberty! Go away!

[Liberty goes out.]

OVERSEER. Work, you slaves! (Brandishes whip.)

[Liberty re-enters, people raise their heads.]

LIBERTY. I will not forget you. When I find a better country, I will call for you.

PEOPLE. We will wait, Miss Liberty! We will wait for your call!

OVERSEER. Away with you!

[Liberty goes out.]

OVERSEER. Work, you slaves! (He cracks whip threateningly.)

[Three clashes of cymbals are heard. The curtain closes slowly.]

ACT II

Scene I

In front of curtain. Four children enter. One carries the first flag of the United States with its thirteen stars, another the present flag. (Both are drawn on large pieces of cardboard.) They turn the flags toward the audience.

FIRST CHILD. And that is how things were for a long time. Then Columbus found a new world.

SECOND CHILD. Many people heard about this new world, where everyone had a chance. They began to come to America, and they have been coming here ever since.

THIRD CHILD. This was our first flag. It had only thirteen stars because there were only thirteen states. But our country grew bigger. Now our flag has forty-eight stars for our forty-eight states.

FOURTH CHILD. In the second part of our play, you will see the people coming to America, to work together and to live together as neighbors. You will see that our flag stands for many, many people. You and I are part of America. We are part of the flag. We are The Fabric of the Flag!

Scene II

America, a girl dressed as an Indian, stands on a raised platform, arms folded, Indian style, across her chest. Two Indian men are seated facing each other on the ground below her, beating slowly on a drum between them. Suddenly the girl raises her arm for silence. She speaks.

AMERICA. Someone is coming. Look!

[The Indians rise and turn away from each other to look in opposite directions. One of them turns back and speaks.]

FIRST INDIAN. I see a woman coming.

[All turn as Liberty comes in, walking slowly. She pauses and looks around her.]

LIBERTY. This is a new country. A beautiful country. How good it is to live here! (Suddenly she notices the group of Indians and is startled.) Oh! I didn't think anyone lived here.

FIRST INDIAN. We do. This is our land. This is America.

SECOND INDIAN. Who are you?

LIBERTY. I am Liberty. I have been all over the world looking for a place to live in—a place where different people can live together and work together—a land where everyone has a chance to live better—a new land—a free land.

AMERICA. (Speaking slowly.) This is a good place to live in. Everyone can come here. It is a place for people who want to be free—people who want to work together as neighbors. Welcome to America, Liberty. I hope you will stay here always.

[As America comes forward to lead Liberty to the platform, upon which stands a smaller platform for her to mount, children hum, with parted lips, the first half of "America the Beautiful," to swell triumphantly into the latter half, "America, America, God shed His grace on thee, etc." Liberty mounts the higher platform, raises her torch very high, and waits for the music to end.]

LIBERTY. I call to all the people of the world. I have found a new country for you to live in. Come to my new home! Come to America! Come to the land of the free!

[From the distance come voices answering in unison.]

VOICES. We heard your call, Liberty! We are coming, America!

[Now begins a procession of immigrants, each carrying a small bundle in one hand. The girls wear babushkas, the boys caps, fezzes, sombreros, turbans, etc., depending on the country of origin. Around the right arm the immigrants wear a band bearing the insignia of their religions. (Hebrew stars, crosses, crescents, etc.) If there are enough children, wherever there are two immigrants from the same country, one child should represent a Christian, the other a Jew or member of some other faith. The immigrants enter in groups in such a way that their insignia can be seen as they pause at one side of the stage, one a little way back of the other, and address America, who, with an Indian on each side, is standing on the lower platform, below Liberty. After each group is welcomed, the children in it withdraw behind the curtain, discard their bundles, babushkas, caps, etc., and return as Americans, to take their places to the right or left of America, as indicated below. They

form a semicircle across the stage.]

[The first group of immigrants enters.]

TWO IMMIGRANTS. May we come in, America? We come from England.

ANOTHER IMMIGRANT. I come from France.

ANOTHER. And I from Norway.

ANOTHER. And I from Denmark.

ANOTHER. And I from Belgium.

AMERICA. Welcome to America! You may come in.

[The first group of immigrants withdraws behind the curtain, discards bundles, babushkas, caps, etc., and takes its place to the left of America.]

[The second group of immigrants enters.]

ONE IMMIGRANT. Have you room for us, America? I come from Sweden.

ANOTHER. And I from Scotland.

ANOTHER. And I from Ireland.

TWO IMMIGRANTS. And we from Germany.

ONE IMMIGRANT. And I from Switzerland.

AMERICA. Welcome to America! I have room for you.

[The second group withdraws behind the curtain, etc., and then takes its place to the right of America.]

[The third group enters.]

TWO IMMIGRANTS. May we come in, America? We come from Italy.

TWO IMMIGRANTS. And we from Spain.

TWO IMMIGRANTS. And we from Portugal.

TWO IMMIGRANTS. And we from Russia.

TWO IMMIGRANTS. And we from Holland.

AMERICA. Welcome, neighbors! You may come in.

[The third group withdraws, etc., then takes its place to the left of America.]

[The fourth group enters.]

TWO IMMIGRANTS. Is there room for us, America? We come from Poland.

ONE IMMIGRANT. And from Bulgaria.

OTHERS (one at a time). And Austria! and Hungary! and Romania! and Bohemia!

AMERICA. Welcome to all of you! You may come in.

[The fourth group withdraws, etc., then stands to right of America.]

[The fifth group enters.]

ONE IMMIGRANT. May I come in, America? I come from Turkey.

OTHERS. And Greece! And Arabia! And India! And Africa!

AMERICA. Welcome to America! I have room for you.

[The fifth group withdraws, etc., then moves to left of America.]

[The sixth group enters.]

ONE IMMIGRANT. Is there room for me, America? I come from China.

OTHERS. And from Japan! And Mexico! And the Philippines!

AMERICA. Welcome to America! There is room for you.

[The sixth group withdraws, etc., then moves to right of America.]

[America raises her right arm upward, palm toward the audience.]

AMERICA. You are all Americans now! All neighbors! Live in peace together! Help each other always! *(She lowers her arm and steps back.)*

[Every other child steps forward, makes a quarter

turn, and addresses his neighbor, who is facing forward.]

CHILDREN WHO HAVE STEPPED FORWARD. If we need help in America?

OTHER CHILDREN. We will help you, neighbors!

[The children who had stepped forward now step back and the other children step forward.]

OTHER CHILDREN. If we need help in America?

FIRST GROUP. We will help you, neighbors!

[The other children return to their places in line.]

AMERICA. Love your neighbor! Help your neighbor! That's the American way!

[The children join hands in a semicircle and sing "The Good Neighbor Song."]*

[Boys enter carrying a large American flag on a stand. It is placed behind Liberty, a little to the left. All the children face the flag as one child steps forward.]

FIRST CHILD.

Let's pledge allegiance to our flag
Of red and white and blue
Within whose folds there's room for all,
For me and you and you
And other folk from far and near,
To live and work without a fear
Whatever the color of their skin,
Whatever the faith they worship in.

[All recite the first part of the pledge to the flag.]

ALL. I pledge allegiance to the flag of the United States of America.

SECOND CHILD (stepping forward).

Our flag is big enough to hold us,
Yellow, black, brown, or white,
So let us make and keep a pledge
To treat our neighbors right,
Whatever the color of their skin,
Whatever the faith they worship in.

[The pledge is begun again and continued further than before.]

ALL. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible.

THIRD CHILD (stepping forward).

In pledging allegiance to our flag,
We promise, then, to give
Our neighbors the same chance we want
To grow, to work, to live,
Whatever the color of their skin,
Whatever the faith they worship in.

[The entire pledge of allegiance is recited by all the children.]

ALL. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.

[America steps out in front of all, raises both arms upward, Indian fashion.]

AMERICA. This is America, my country. Many different neighbors, one country, one flag!

[All sing the first stanza of "America." The last half of the stanza is repeated, with the children humming through parted lips. The flag begins to wave as the curtains slowly close.]

*Published in the April 1948 issue of the AMERICAN TEACHER, page 22.

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"I am more and more coming to the conclusion that if we are going to cure the cancer of discrimination and religious and racial hatreds, we cannot do it by statutes alone, important as these frequently are. We must do it by willing personal acceptance of brotherhood and by a militant living of brotherhood."—Excerpt from Ex-Governor Lehman's speech of acceptance of the Interfaith Committee medal.

CREDITS

At its 4th biennial assembly in Milwaukee, the United Council of Church Women, representing 84 Protestant organizations, adopted a set of resolutions stating that discrimination and segregation were contrary to Christian principles and inimical to the democratic way of life. "We therefore call upon the federal government to establish a non-segregated and non-discriminatory pattern in all federally administered establishments in our country and in our territories."

* * *

The Board of Directors of the Los Angeles Chamber of Commerce recently announced: "We endorse the principle that the privilege of becoming a naturalized citizen of the U.S. shall not be abridged because of race" (Judd Bill). The federal affairs committee of the Chamber reported: "The enactment of this legislation will remove an affront to the Asiatic race that has provided Communists and others with material with which to criticize America."

* * *

In regard to the rejection by Lafayette College of an invitation to play in the Sun Bowl, the co-captains of the Texas Mines football squad said that they had not been consulted on whether a Negro player should be allowed to play against them. Five members of the team, including the co-captains, said they felt they could speak for the team and had no objections to playing against a Negro in the Sun Bowl.

* * *

In sending items from Connecticut papers on Levi Jackson, newly elected captain of the Yale football team, and Dr. Juliette Phifer, first Negro professor in Williamantic State Teachers College, Miss Eva Coates, secretary of the Connecticut Federation of Teachers, writes: "In our own high school here in New Britain, Pearlman Lumpkin, a Negro boy, was elected president of the senior class. This is the second time that he was elected, since he also served as president of the junior class."

* * *

At its biennial session in Cincinnati, the Federal Council of Churches adopted a comprehensive statement on human rights. "It is a Christian duty," the statement declared, "to oppose the denial of freedom, justice, and security to any individual." The Council called upon all churches to press for the extension of full social, economic, and political rights to every citizen.

DEBITS

Senor Indalecio Prieto, in the latest bulletin of the International Solidarity Committee, tells the story of the revolting assassination of 22 Austrian miners by the Civil Guard of Spain. The miners were thrown into a deep well. After several days, dynamite and gasoline were used to destroy those still alive. Senor Prieto calls on "citizens of the world to storm the doors" of their governments with requests to investigate this and continued acts of barbarity.

* * *

Gov. Caldwell of Florida presented to the 9th biennial meeting of the State Council of Governments plans for the establishment of a series of interstate professional schools in the South "with segregation as a cardinal principle." States interested in the various projects would build and maintain the schools on a pro-rata basis. The plan is an attempt to evade Sect. 10 of Art. 1 of the U.S. Constitution, which reads: "No state shall without the consent of Congress . . . enter into any agreement or compact with another state."

* * *

The National Inter-Fraternity Conference voted to wait till next year before taking action on a resolution which ended with the statement: "The conference, however, believes that the fraternity system will flourish better if the character and personality of the individual are regarded as paramount, rather than his race, color, religion, or nationality."

* * *

Negro sand-hogs have filed a complaint of discrimination with the New York State FEPC against contractors for the Brooklyn Battery Tunnel, for the New York City water supply project at Downsville, N.Y., and for the caisson job of Consolidated Edison. The attorney for the sand-hogs demands a change in the hiring policies of the construction companies to insure fair employment practices.

* * *

In Hicksville, L.I., prospective tenants of a housing project for veterans are forced to sign agreements that "the premises may not be used or occupied by any person other than members of the Caucasian race." The FHA has insured the mortgages on the project and FHA Commissioner Richards admits that his administration has not prohibited racial covenants, despite the recent Supreme Court ruling.

BOOKS AND TEACHING AIDS

What Can Be Done about Europe's Uprooted Millions?

THE ROLE OF UPROOTED PEOPLE IN EUROPEAN RECOVERY, a pamphlet of the *National Planning Association*, 800 21st Street, N.W., Washington 6, D.C. 1948. 100 p. \$1.00.

There are persuasive economic reasons for speeding the resettlement of Europe's 15 million uprooted people in useful work and satisfactory living conditions, even if the United States and other members of the United Nations were not led by humane reasons. This is the conclusion of a report on *The Role of Uprooted People in European Recovery*, issued recently by the Committee on International Policy of the National Planning Association.

Millions of potentially productive, but idle and homeless, Europeans are described in the report as a "dead weight on the ailing economy of Europe" and a "drag on the European Recovery Program." Though European nations badly need manpower, there is a virtually untapped reservoir of potential laborers among the displaced persons, German expellees and evacuees, and other uprooted groups who are at present consuming far more than they produce. This is no fault of the uprooted people, nor is it necessary, according to the report.

Comprehensive plans, coordinated with the over-all planning for European recovery, should be put into effect promptly to help them find homes and fit them for constructive work in rebuilding Europe. At the same time, immediate steps should be taken to resettle overseas those of the uprooted who are not drawn into Europe's labor pool, so that their presence will not continue to drain Europe's limited resources and create a threat to future security.

* * *

The pamphlet includes an 85-page report by Dr. Jane C. Carey of Barnard College, and a statement presenting policy recommendations of a Special Technical Group of experts on international social and economic problems, for which Dr. Carey's report was prepared. The Special Group, which met for over a year under the chairmanship of Dr. Frank Aydelotte, was asked to make this study because the NPA International Committee was convinced that the human aspects of European reconstruction had not been receiving sufficient attention in Europe or in this country.

The plight of Europe's uprooted millions and their future prospects—who, how many, and where they are; what is being done and not being done for them; their prospects for finding new homes; their occupations and their potentialities for constructive work in Europe and elsewhere—are detailed in Dr. Carey's report. Conclusions and recommendations by Dr. Carey and the Special Group are based not only on a study of documentary evidence, but on personal observations of con-

ditions in Europe by Dr. Carey and a number of the Group's other members.

Accompanying the pamphlet is a "Program Guide for Discussion of Europe's Uprooted People" prepared by the American Friends Service Committee.

A New Approach to the Problem Of Teaching Children to Read

ON THEIR OWN IN READING, by William S. Gray. *Scott, Foresman & Co.*, Chicago. 1948. 268 p. \$2.00.

Reading instruction in American schools has run the gamut from undue emphasis upon learning separate words through one or another artificial system, to the abolition of all forms of word attack skills. Both extremes have resulted in poor reading and the consequent demand for a better method of teaching.

Dr. Gray, in *On Their Own in Reading*, supplies this better method. He puts word perception in its proper place, not through a return to the old type teachings of phonics or word forms in isolation, but rather through developing a type of word attack which is both functional and related to the whole reading process.

The stage is set in the first chapter by a review of the basic methods used in teaching reading from 1900 to the present. Reproductions of pages of old readers with terse comments point up the weaknesses in the old teaching, and show the need for a new attack. The remainder of Part One presents basic ideas and valid practices, in the teaching of word perception. It is shown that the child needs to know not one, but various methods of gaining skill in word perception, if he is to achieve independence. Meaning clues from the content, word form clues, structural analysis of word patterns, phonetic analysis, and finally dictionary use are all considered. Throughout, the importance of meaning is always to the fore.

By no means the least valuable chapter of Part One is "The Dictionary and the Unknown Word." Here are analyzed location skills, pronunciation skills and meaning skills, according to various levels of difficulty. A functional basis is stressed. We use the dictionary "not merely to learn the meaning of a given word; it is to determine its meaning in order to comprehend the total content in which it occurs."

Part Two forms a teacher's guide book in applying the principles of Part One. Five major stages or application levels in attacking new words are described. These are illustrated amply by lesson procedures and charts.

To obtain the full benefits of *On Their Own in Reading* requires thoughtful study by the teacher. The results, better and more independent readers should, however, be sufficiently rewarding.

ALICE K. LIVERIGHT, *Local 3, Philadelphia.*

The Story of a Trading Post In the Land of the Navajos

SPIN A SILVER DOLLAR, by Alberta Hannum. *Viking Press*, New York. 173 p. \$3.75.

This simply told story is illustrated by a progression of line drawings and water colors by the Navajo Indian whose spirited painting has been used on the cover of this issue.

The author wrote the book as the result of a visit to the trading post at Wide Ruins, Arizona, which her friends, Sally and Bill Lippincott, had taken over. One of their first acquaintances there was Beaten Yazz, a shy, silent Navajo boy of 8, whom they found squatting on the desert solemnly scratching a picture on a rock, using a pointed stone for a stylus. The Lippincotts provided him with crayons, paper, and water colors. Completely without training, the child developed his own style of picturing lively animals and Indian boys at sports and work. Samples of work done at different ages are illustrated in the book. The development of the boy's art is one thread of the story of the growth of the Indian trading post.

The Lippincotts also encouraged the Indian craftsmen to do original work according to their natural methods, which had been almost forgotten. With patience and the minimum of interference the new owners of the trading post found that the jewelry and rugs that their Indian neighbors brought them improved greatly. The bold, trite patterns so well known to tourists were replaced by softly glowing rugs of simple and pleasing designs made in soft wool colored with native dyes.

* * *

As a footnote to this book can be added this bit of news. The pictures of Beaten Yazz were shown recently at the Club Women's Bureau at Mandel Brothers, Chicago. Of forty pictures exhibited, some twenty were sold before noon on the first day. Genuine Indian art finds many to appreciate its dignity and fresh beauty.

ETHEL PARKER, *Local 1, Chicago*

How a Bill Becomes a Law In the U. S. Congress

CONGRESS IN ACTION, by George H. E. Smith and Floyd M. Riddick. *National Capitol Publishers*, P.O. Box 7706, Washington 4, D.C. 1948. 88p. 50 cents, 40 cents in quantities of 10 or more. Special price for extra large quantities.

This attractive and unusual booklet explains in detail exactly how a bill becomes a law. The booklet is unique in that it presents the machinery of Congress in three ways, each complete in itself: (1) simple text; (2) a pictorial story, through 30 delightful cartoons, of the main steps in lawmaking; (3) stage directions for putting on a demonstration of Congress in action.

Although the presentation will be particularly useful to civics classes, it will also be helpful to anyone who wishes to clarify his ideas on how laws are made.

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A Fascinating Geography Book For Boys and Girls

THE WORLD—ITS LANDS AND PEOPLES, by Zoe A. Thralls. *Harcourt, Brace & Co.*, New York. 1948. 486 p. \$3.40.

This is a fascinating book for boys and girls. It provides the invigorating and exciting experiences of a world tour. The itinerary is so arranged that the reader becomes familiar with the characteristics of a particular climatic region, and then visits the people who live in that region around the world. The author is the tour director who makes it possible for the student to see strange people, and people not so strange; unknown lands and well-known places in the twelve climatic areas of the world.

He finds out exciting things about people—how they live, how they work, how they play. He learns about the foods they eat, the clothes they wear, the houses they build. He soon arrives at the conclusion that regardless of where people live, they are what they are largely because of the climatic conditions under which they live. It becomes evident that all peoples make adaptations to climate, and must overcome obstacles imposed by climate, if they are to survive.

This book will prove particularly valuable to those interested in developing the idea of world unity through the work in social studies. The material is so organized that the world is recognized as a unit. The global concept is constantly emphasized. The student is brought to a strong realization that all peoples are neighbors, and are dependent upon each other. Therefore, it is incumbent upon all peoples to know and to understand one another. We are citizens of One World.

The book is beautifully illustrated with fine pictures, charts, and maps that are an integral part of the text. The language is simple. Study Guides are well planned and direct the thinking of the student to the concept of "One World."

ESTHER B. AGENSKY, *Local 3, Philadelphia*

Free or Inexpensive Materials For Teaching Dental Health

Often teachers realize that they should "do something" about teaching dental health practices to the children under their care but many of them do not know just what to teach. Recently help has come from two authoritative sources.

The American Dental Health Association, 222 East Superior St., Chicago 11, Ill., has prepared a manual, *Dental Health Program for Elementary and Secondary Schools*, which outlines the important steps in developing and conducting school dental health programs. Sample copies of this manual are free. From the same organization there is available for the asking a catalog, *Dental Health Education Material*, which lists various pamphlets useful in teaching dental health. The price is but a few cents for each; discounts are given for quantity orders. These pamphlets are prepared for various age groups and are clearly written and attractive in appearance.

From the association there is also available a kit of 19 representative pamphlets at a cost of \$1. A larger kit, which includes wall charts, may be had for \$5.

* * *

DENTAL HEALTH TEACHING OUTLINE by Vern D. Irwin and Netta W. Wilson. *Bruce Publishing Co.*, St. Paul 4, Minn. 1948.

No. 1 (Grades 1, 2, 3). 16p. 20c.

No. 2 (Grades 4, 5, 6). 22p. 25c.

No. 3 (Grades 7, 8, 9). 24p. 25c.

No. 4. (Grades 10, 11, 12). 32p. 30c.

These pamphlets will prove very valuable to classroom teachers, especially to those who have never taught dental health and to those who are dissatisfied with the results they are getting from their present methods. The outlines are carefully geared to the grades for which they are intended.

Each pamphlet begins with a practical note to the teacher and defines teaching aims. Recommended reading is divided into two categories, one for teachers and one for students. Practical helps for the classroom teacher follow and make up the bulk of the pamphlets. Each ends with a section on "What the Student Should Know" and a listing of dental health practices the student should be following. Pamphlets 3 and 4 also contain suggested objective tests on the material covered.

One of the most valuable features of the outlines is that they tell where pertinent teaching materials may be obtained. There are some references to the materials published by the American Dental Association mentioned above.

Another Fine Reprint By New Directions

IN THE AMERICAN GRAIN, by William Carlos Williams. *New Directions*, 500 Fifth Ave., New York, N. Y. 1948. 235p. \$1.50.

New Directions is performing a public service in publishing inexpensive reprints of outstanding modern works of literature. In its New Classics Series there have appeared reprints of such famous works as Henry James' *The Spoils of Poynton*, Gustave Flaubert's *Three Tales*, Evelyn Waugh's *A Handful of Dust*, F. Scott Fitzgerald's *The Great Gatsby*, and D. H. Lawrence's *The Man Who Died*. Each sells for \$1.50.

Williams' *In the American Grain* is the most recent publication in the series. The book, considered Williams' finest prose work, is a brilliant poetic interpretation of chosen key figures and phrases of American history. It begins with Eric the Red and ends with a short sketch of Lincoln.

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NEWS FROM THE LOCALS

Kentucky State Federation Considers Legislative Program and Labor-Management Courses

Delegates attending the last convention of the Kentucky State Federation of Teachers heard talks by Dr. Thomas C. Herndon, AFT member of the Eastern State College local, and Babs Watson, winner of a British scholarship which enabled her to spend last year studying at Ruskin College, Oxford University. Dr. Herndon spoke on the UNESCO conference he attended last summer in London and Miss Watson described education under the British labor government.

During the business session of the convention, Patrick Kirwan, president of the state group, reported that Kentucky ranked second in the number of AFT locals organized last year. Prospects of further organization he termed excellent.

Resolutions adopted by the convention called for:

1. Inclusion of the faculties of the state supported institutions for higher learning under the teacher tenure act.
2. Expansion of federal low-cost

housing projects, including neighborhood planning.

3. Federal legislation to control the cost of living.

4. Federal aid to education including adequate provisions to insure equal opportunity for all and the designation of an adequate proportion of the federal funds for the specific purpose of increasing teacher salaries.

5. Removal of the salary limitations of state officials.

6. Revision of the constitution of Kentucky by convention.

7. Appropriating sufficient funds from the surplus in the state treasury to provide the same measure of financial relief for all state institutions of learning as was granted the public schools.

8. Appropriation of sufficient funds from the same source to provide adequate care for the patients in the state mental hospitals.

9. Outright repeal of the Taft-Hartley Act.

In addition to discussion on the subjects of these resolutions there was another topic which was thoroughly discussed. This was the question of the revision of the curriculum in the public schools of the state to make possible the inclusion of "courses that include labor-management relations, the history of the trade union movement, collective bargaining procedures, union security contracts, and labor legislation . . ." During the discussion it was pointed out that at the present time such courses are taught only on the graduate level in colleges and universities and that only a very small proportion of those who attend our public schools ever receive such instruction. The resolution adopted on the subject provided that the Executive Board appoint a committee to confer with "qualified representatives of organized labor before calling upon the Superintendent of Public Instruction and the State Board of Education."

Seattle Local Evaluates Twenty Years of Progress

200 SEATTLE, WASH.—The teachers of Washington are today more secure because of the fight waged by Local 200 in the famous "yellow dog" contract case back in 1928. The courage, fortitude, and intelligence of the local and its leading members carried the case to the Supreme Court of Washington. Although teacher unionism seemed defeated for all time to come, the court upholding the type of contract in question, subsequent political action, welfare and grievance procedure, improved public and administrative relations, together with a marked improvement of labor's position, have given teacher unionism a degree of security not thought possible a few years ago.

This development in the direction of teacher security is recorded, in great part, in the records of the Washington State Federation of Labor. In the *Proceedings of the 27th Annual Convention* (Wenatchee, July 9-13, 1928), we find the following statement in the report of

President Harry W. Call:

"The stand taken by the Seattle School Board to exterminate the Seattle High School Teachers Union has attracted nation-wide attention.

"The importance of this case to labor can not be over estimated and no stone should be left unturned in our fight for the vindication of the principle of personal liberty by the courts. Labor must fight unceasingly with every weapon at its command as long as this ruling is left to stand. It is a fight that can end only when this vindictive and dangerous edict has been relegated to the past of which it is a part and we recommend that the Federation lend its full support until the fight of the Seattle teachers has been won."

Today Local 200 is accepted as a professional organization, not only in the labor movement and in the Seattle schools, but also in the community. Many of our citizens wonder why more teachers do not belong. The recent election certainly points the way. *The Seattle Teacher*

Member Writes Column For Baltimore Paper

340 BALTIMORE, MD.—Herman C. Bainter, of Local 340, writes a regular column, "The School Bell," for *The Federationist*, organ of AFL members in Baltimore.

In recent issues Mr. Bainter, in addition to news of Local 340, has written on such subjects as new ideas in the grading of students' work, adoption of the Universal Declaration of Human Rights by the United Nations, and federal aid to education.

Salinas Local Has New Publication

1020 SALINAS, CAL.—Fred Clayson is the editor of the *Weekly News Letter* of one of AFT's newest locals, that in Salinas. Recent issues of the "green sheet" contained articles dealing with the educational program of the AFL and the salary question. A cartoon by "Zipo" graphically illustrated relations between the AFT and the AFL. A letter from a labor leader and an educator printed in the publication added liveliness to its pages.

Minneapolis Locals Laud Roy Wier, Labor Leader And Newly Elected Congressman From Minnesota

59 & 238 MINNEAPOLIS, MINN.—The Minneapolis locals take pride in two labor men from that city now in Congress: Senator Hubert Humphrey, AFT member whose record was reviewed in the January issue of the *AMERICAN TEACHER*, and Representative Roy Wier, organizer for the Central Labor Union and for over eight years member of the school board.

On Mr. Wier's election in November the *Minneapolis Teacher* addressed an open letter to him. Parts of it follow:

"We do not forget that as organizer for the Central Labor Union you aided the little locals among teachers and other [groups] . . . you saw the welfare of workers in the schools as important primarily because that welfare is essential to the right edu-

cation of children—only secondly because teachers, clerks, janitors, nurses are human beings too, with rights of their own.

"The first four years of your service on the school board, Mr. Wier, you were in the minority. In that role you were able to accomplish a surprising amount, perhaps because of sheer cool logic and good-tempered readiness to work with anyone who would work for what you judged right. . . .

"As a member of the school board in the last four and a half years, you found the going no easier. You have helped pilot us through some fair-sized storms . . . without you it is hard to see how our schools could have made the progress they have in the past eight years.

"These eight years on the Minneapolis School Board will now become

for you part of the background that has prepared you for the job to be done in Washington. It will not be an easy job, but your friends will be watching the Washington scene rather more cheerfully than they did last year. . . ."

Broad Program Set Up By New Jersey Locals

"Lasting Peace" was the theme of the New Jersey State Federation at its eleventh annual meeting late last year.

Participants in a panel which discussed "Social Planning for Youth" included a representative from the Newark Central Planning Board, the chairman of the Governor's Commission on Youth, the director of guidance of the Newark school board, and Margaret M. Brophy, AFT member, who is a member of the Paterson school board.

AFT President John Eklund in an address before the group stressed the basic importance of freedom in education.

Among resolutions adopted were those calling for an increase of retirement allowances to \$1500 a year; pledging support for a state income tax to make possible increased state financial aid to the school districts; criticizing the child-labor abuses in the state and calling for the initiation of a state-wide program in cooperation with other labor groups to curb violations of the law; calling for the raising of the basic federal income tax exemption; urging President Truman to request Congress to allocate additional funds for the expansion of the school lunch program, public health services, and medical and dental care of school children; condemning allowance of time-off from school for religious instruction; and calling for the preparation of a bill, if a ruling by the state Commissioner of Education cannot be obtained, making the annual renewal of teachers' contracts or agreements entirely unnecessary or unenforceable.

Members Study In-Service Training

567 PUEBLO, COL.—Members of Local 567 are participating in the work of a committee appointed by the superintendent to study in-service training of teachers.

Two AFT Groups Make Salary Surveys

Two surveys of 1948-49 teachers' salaries have been made by affiliates of the AFT. The Michigan Federation of Teachers studied salaries of various Michigan school districts; the Denver local studied those of various cities throughout the country.

Table I below gives the findings of the Michigan group; Table II those of the Denver local. (In both tables the cities covered in the salary studies sent out to all locals by the AFT research department have been omitted.)

TABLE I

District	B.A. Minimum	B.A. Maximum
Dearborn	\$3000	\$4800
Ecorse	2983	4583
Wyandotte	2775	4300
River Rouge	2650	4300
Grosse Pointe	2500	4300
Lincoln Park	2600	4200
Royal Oak	2500	4200
Carver	2650	4050
Birmingham	2500	4000
Redford Union	2450	4000
Trenton	2300	3900
Van Dyke	2600	3800
Riverview	2500	3800
Plymouth	2400	3800
Rochester	2500	3700
VanBuren Twp.	2500	3700
Wayne	2500	3600
Grosse Isle	2400	3600
Taylor Twp.	2400	3600
Mt. Clemens	2600	3500
East Detroit	2400	3500
Allen Park	2300	3500
Port Huron	2300	3500
Inkster	2400	3400
Center Line	2300	3300
Livonia Twp.	2400	3100
Eastland-Roseville	2200	3000

TABLE II

City	B.A. Minimum	B.A. Maximum
Trenton, N.J.	\$2500	\$4700
Fort Wayne, Ind.	2550	4650
Baltimore, Md.	2600	4600
Newark, N.J.	2600	4600
Yonkers, N.Y.	2400	4600
Oakland, Cal.	2700	4500
New Haven, Conn.	2200	4500
Minneapolis, Minn.	2400	4400
South Bend, Ind.	2450	4350
Madison, Wis.	2431	4300
Wilmington, Del.	2400	4200
Spokane, Wash.	2200	4150
Schenectady, N.Y.	2300	4100
Washington, D.C.	2500	4000
Seattle, Wash.	2400	4000
N. Sacramento, Cal.	2760	3720
Wichita, Kas.	2200	3700
Boston, Mass.	2184	3624
Kansas City, Kas.	2379	3615
Columbus, O.	2025	3550

Since the last AFT convention 15 locals have been added to the roster of the national organization.

Labor Paper Carries School News

1021 LOS ANGELES, CAL.—Kay Bell, member of Local 1021, writes a weekly column entitled "Chalk from the Blackboard" for the *Los Angeles Citizen*, organ of the AFL organizations in that city.

In recent columns she dealt with the organization work of the local, the shortage of teachers in California, and the activities of the Buyers League, to which union members are privileged to belong because of the union's affiliation with the Central Labor Council.

Content of the columns reflects the help which the central body is giving the local in its organization work and in its work toward the improvement of education in California.

Connecticut Locals Issue Publication

Volume I, No. 1 of the News Letter of the Connecticut State Federation of Teachers was recently issued. The new publication takes its place among the best of AFT's state papers.

Featured in the first issue is an account of the annual convention of the state group. Speeches made by Chester Bowles, then governor-elect of Connecticut; Joseph M. Landis, former AFT president, and others are summarized. One section is devoted to an explanation of the composition of the Connecticut Educational Council, a state advisory body formed by Finis Engleman, state commissioner. It was written by Louis Greenberg, CSFT president and a member of the council.

Other sections deal with national, state, and local organization news.

AFT Member Elected To Legislature

1013 YELLOWSTONE COUNTY, MONT.—Dr. Myron Tripp, president of the Yellowstone County local and instructor at Rocky Mountain College at Billings, was elected to the House of Representatives of the Montana legislature. He was the only Democrat elected to the legislature from his county.

Kathleen McGuire, AFT vice president, comments: "The delegation from this county in the past has not been at all helpful to the liberal cause. We look forward to some real results in this session."



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Significant Subjects Explored At Philadelphia Conference

3 PHILADELPHIA, PA.—Nation-wide problems were considered by the annual conference of the Philadelphia Federation of Teachers held recently.

At a panel meeting on the perils of censorship David K. Berninghausen, chairman of the American Library Association's Committee on Intellectual Freedom, told of recent attacks upon the freedom to learn. These attacks, he said, were nation wide. "Self-appointed critics and local officials at widely distributed points across the country have within recent months launched attacks upon librarians and called for bans upon books and periodicals for various reasons—racial, religious, political, and economic." After a review of the attacks, he concluded:

"There must be no limitations of our freedom to examine the arguments of unpopular spokesmen. Librarians must be permitted to select books with the aim of building a balanced collection."

Other speakers told of censorship of radio broadcasts and contents of newspapers.

At the conference luncheon George W. Taylor, professor at the University of Pennsylvania, analyzed the workings of the Wagner and Taft-Hartley Acts. He stressed the interdependence of labor and management and the importance of better balance of forces to restore the proper conditions for collective bargaining.

In the course of his address Dr. Taylor, who has served as a labor

arbitrator, said that there are some things worse than strikes but added:

"The strike is a tool in the hands of the union for bringing about a meeting of minds. If it does not serve this function, it is without value."

AFT President John Eklund, who was a guest at the conference, spoke on the need of equalizing educational opportunity through enactment of a real federal aid program and commented on the subject of censorship in school libraries, saying that it was unwise to "rule off the track" certain areas of life. He added that somewhere, sometime, these areas are going to be considered, perhaps under conditions less desirable than those which exist in the school.

Eklund Addresses Cincinnati Local

479 CINCINNATI, O.—While in Cincinnati attending the AFL convention, AFT President John Eklund was the guest of honor at a dinner meeting of the local in that city.

Other guests included Dr. Claude V. Courter, city school superintendent; John J. Hurst, president of the Central Labor Council; Carter V. Good, dean of Teachers' College, University of Cincinnati; the Rev. Kemper G. McComb, executive secretary of the Council of Churches; and Mrs. Jay G. Stewart, president of the city PTA.

Fewkes Speaks In Fort Wayne

700 FORT WAYNE, IND.—The Fort Wayne and Allen County locals held a joint "American Federation of Teachers' Dinner Meeting" at Fort Wayne during the sessions of the Northeastern Indiana Teachers' Association late last year.

John Fewkes, AFT vice-president and president of the Chicago local, was the guest speaker. His topic was "Teachers Must Raise the Standards of Their Profession." Maryann Chapman, corresponding secretary of Local 700, characterized his speech as "interesting, enlightening, inspiring, and challenging."

In addition to Mr. Fewkes, the invited guests included Superintendents M. J. Abbott, Fort Wayne, and Kelro Whiteman, Allen County. Robert Leach, AFT vice-president and member of the Fort Wayne local, was the toastmaster. Approximately 200 teachers attended the very successful joint meeting.

The program committee which planned the dinner was headed by David S. Cramer. Other committee members were Mary Packard, Earl Sterner, Irene Rahmer, and Harry Young.

Magnuson Expects Federal Aid Passage

Speaking before the thirteenth annual convention of the Washington State Federation of Teachers in Tacoma last November, Senator Warren G. Magnuson prophesied that a satisfactory bill providing federal aid to education will be passed by the eighty-first Congress, and "will probably give certain kinds of assistance to any qualified school, as does the present G.I. bill."

Senator Magnuson noted that 58% of the present federal budget is earmarked for defense and war. The \$300,000,000 cost of the proposed federal education bill would cost no more than two battleships.

Toledo Gives Publicity to Promotion Possibilities

250 TOLEDO, O.—E. L. Bowsher, superintendent of the Toledo schools, has inaugurated a policy of issuing circulars announcing newly created positions or vacancies occurring in the faculty and staff so that everyone who is interested in applying for a position may be considered by making application. These circulars are posted on all school bulletin boards.

Elizabeth Local Regrets Resignation

733 ELIZABETH, N. J.—Members of the Elizabeth local regret the resignation of a good superintendent. Dr. Abel Hanson resigned to accept a position as head of a long range development program at Teachers' College, Columbia University.

Leon Osview, president of the local, commented: "The teachers' union will miss Dr. Hanson. Beyond his intellectual and administrative ability, Dr. Hanson is most of all a practicing democrat. We are all grateful that he has stopped here on his way up."

TEACHERS' RIGHTS IN DETROIT

By HELEN MOORE, Executive Secretary, Local 231

There's something degrading to the teaching profession in the fact that we find ourselves, in 1948, still battling administrative invasions of the individual and civil rights of teachers.

It's true we've come a long way from the old days when teachers abandoned their citizenship at the school door, and it's also true that compared in this respect with some communities Detroit is Utopia; but that's beside the point. Teachers in too many schools in this system are still subjected to pressures that no other profession would tolerate.

The fault lies not so much in an absence of policy, or in an unwillingness on the part of the downtown administration to enforce it, as in the fact that some principals just simply cannot bear to part with the old order.

Some years ago the Federation secured a statement of policy on employee organizations that was the first chapter of a Magna Charta for Detroit teachers. It expressly forbade administrators to attempt to influence in any way an employee's choice of organizations.

It took a while, but most principals now scrupulously observe this policy. And yet this fall our attention was called to a principal who had taken a teacher to task because he had refused to join the NEA. It spoiled the school's "hundred per cent" record, the principal complained. That's a phrase we had thought, after all these years, never to hear again.

Another told his teachers magnanimously that he didn't care which organization they joined but that they should join one or the other. That's like telling teachers you don't care which church they go to, but they must go to church. Obviously if a teacher doesn't see fit to join

either the DTA or the Federation, it's nobody's business but his own.

Community Chest pressure is another case in point. Apparently there were a number of schools this year where the principals' zeal to meet their quotas led them to resort to more than earnest persuasion to "up" the teachers' contributions. Established policy requires that a charity campaign chairman be elected (not appointed) in each school. It is the sole responsibility of this person to collect, record, and send in contributions to all charity drives, including the Community Chest. Knowledge of the individual amounts contributed is under no circumstance to be given to the office.

Fewer instances than usual have reached our ears this year of pressure on teachers to sign or circulate Board of Education petitions. Superintendent Dondineau has agreed that it is highly improper for an administrator to circulate Board petitions in his own building—and this includes department heads.

It should be said to the credit of the Superintendent that there is no reluctance on his part to uphold established policies. Violations referred to him have usually been promptly investigated.

This is not enough, however. No teacher organization should have to police the school system. It is the responsibility of the administration to see that its policies are observed.

We have been saying for years that policies which principals and teachers are expected to follow should be printed and distributed and kept up to date. The millennium won't follow immediately, but, at least, the excuse of ignorance will have been removed.

The Detroit Teacher,
Dec. 13, 1948

Labor Notes

By MEYER
HALUSHKA

(Continued from page 2)

over twelve million dollars, which was about half as much as the previous year.

The number of dissolutions during 1947 was larger than in any year since the early 1920's. Most of the liquidations were in grocery cooperatives. Increased operating costs, inventory losses, price uncertainties, and poor management were some of the causes for losses and failures.

Petroleum associations had one of the best years in their history. Co-operative housing and cooperative medical care have made impressive progress. At least twenty cooperative hospitals are in operation as compared to nine the previous year.

A noteworthy feature of the new growth of the cooperative movement has been the widespread interest and participation by organized labor, greater than at any time during the past thirty years.

The United Brotherhood of Carpenters and Joiners of America, the International Brotherhood of Electrical Workers, and the American Federation of State, County, and Municipal Employees are some of the AFL internationals that have been actively interested in promoting cooperatives. The Detroit Teachers Union and a few other AFT locals are also actively supporting consumers cooperatives.

Doctors' Rebellion Against AMA Predicted

"A grass roots doctors' rebellion" against the American Medical Association's plan to raise a \$3,500,000 war chest to fight the Truman administration's proposed national health insurance program was predicted by Dr. Channing Frothingham, twice president of the Massachusetts State Medical Society, and chairman of the Committee for the Nation's Health.

AFL President William Green is an honorary vice chairman of the Committee for the Nation's Health, a national group of doctors and laymen spearheading the fight for National Health Insurance.

Also active on the committee are AFL Vice President Matthew Woll and AFL Director of Social Insurance Activities Nelson Cruikshank.

Dr. Frothingham further charged that the AMA's House of Delegates is not representative of the 140,000

AMA members. "Whereas half of the country's active physicians are under 45," he pointed out, "only 5 percent of the delegates are below this age level. Half of our active doctors are general practitioners but only 10 percent of the delegates fall within this category. The rest are specialists."

Dr. Frothingham criticized the House of Delegates, the AMA's ruling body, for "pursuing a course unworthy of the medical profession and repugnant to the ethics of American doctors." He declared that AMA officers are failing "to take the leadership in conjunction with the AFL, CIO, farm, business, and consumer organizations to work out a program to bring adequate medical care within the reach of all Americans."

The Committee for the Nation's Health, Dr. Frothingham announced, would support "wholeheartedly" the administration's proposals for national health insurance.

From *AFL Weekly News Service*

Nursing—The Career Of The Hour

The U. S. Employment Service reports that nursing offers young women exceptionally good opportunities for employment. There is at present a minimum shortage of 40,000 nurses needed in hospitals and other institutions.

In addition to the current shortage of nurses there will be a continuing demand for them for several years. About 40,000 additional nurses will be needed in the next five years to staff new hospital facilities. The armed forces alone will require several thousand new nurses next year.

The greatly increased demand for nurses has resulted from:

1. A marked growth in hospital insurance and medical care plans, which has increased use of hospitals.
2. Expansion of government hospital facilities for veterans.
3. General high level of prosperity, which makes possible greater utilization of nursing services.
4. Public awareness of need for prompt and adequate medical care.

Duties of nurses have reached high professional standards. The professional nurse now engages in the complex nursing tasks in medicine, surgery, pediatrics, and related fields. Bedside care is delegated to practical nurses and nurses' aides.

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Has Your Salary Been Increased In the Last Few Years?

THE salaries of most AFT members have been increased considerably in recent years. So has the cost of living. And so, also, have the expenses of the national organization of the AFT. Despite the rapid increase in expenses, however, the schedule of per capita payments to the national AFT organization remains the same as in 1921. *We know of no national union that has as low a scale of per capita payments as has the AFT.*

It is more important than ever, therefore, that the full amount of the per capita payments due to the national office be paid and that as the salaries of members of the locals go up, the per capita payments be increased as provided in Article VIII, Section 1 of the AFT constitution, which reads as follows:

Every affiliated local shall pay directly to the Secretary-Treasurer a monthly per capita tax graduated as follows:

Salary under \$1,000 per annum.....	10 cents
Salary from \$1,000 to \$1,500.....	15 cents
Salary from \$1,500 to \$2,000.....	20 cents
Salary from \$2,000 to \$2,500.....	25 cents
Salary from \$2,500 to \$3,000.....	30 cents
Salary from \$3,000 to \$3,500.....	35 cents
Salary over \$3,500.....	40 cents

Often when a new treasurer or financial secretary is elected in a local, he or she is not aware that the scale of per capita payments varies with the amount of the salary earned by members of the local. Records at the national office show also that sometimes the officers of a local become so accustomed to paying at a certain rate that they neglect to change the rate when salaries are increased.

The AFT Executive Council wishes to call to the attention of all AFT members that the rate of per capita payments is graduated as shown above.

What Do You Get for Your Money?

And what, you may ask, do AFT members get in return for the per capita payments made to the national office? Most important of all is the fact that only through affiliation with the AFT can your local be a part of the AFL and thus be entitled to the support received from this great labor group. A large part of the strength and prestige of your local comes from its affiliation with the AFL on national, state, and local levels. If one wishes to consider only the "dollar and cents" aspect, he should remember that thousands of AFT members have received thousands of dollars in return for the investment of only a few dollars a year.

Out of the 10 to 40 cents a month paid to the AFT, 3 cents is paid to the AFL. Although this amount is very small, you receive the unfailing support of the AFL in obtaining federal legislation favorable to schools and to teachers, in promoting a broad program of social welfare, and in publicizing the need for better salaries and improved working conditions for teachers. How strong would your local be in negotiating for better schools, higher salaries, and better working conditions if it did not have labor support?

Out of the remaining 7 to 37 cents a month, the locals receive aid from the AFT Research Department, legal and financial assistance in defending AFT members who are unjustly dismissed or unfairly treated, publicity material, speakers when possible, and a subscription to the AMERICAN TEACHER, for which non-members pay \$2.50.

If your local is large enough to have an office, you will readily understand that rent, salaries of employees, costs of printing and paper, postage, telegraph, and telephone rates, and all the expenses of operating the national office have gone up considerably in recent years.

* * * * *

Every AFT member is urged to give full support to the treasurer or financial secretary of his local in seeing to it that the full per capita payment due to the national office is made as promptly as possible.